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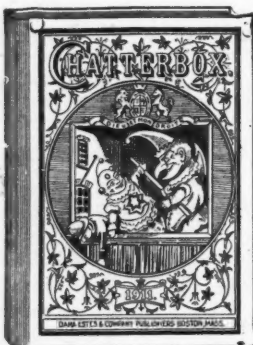
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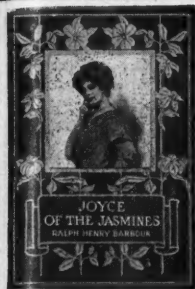
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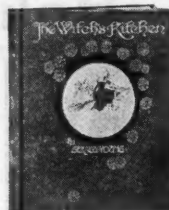
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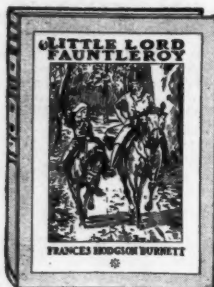
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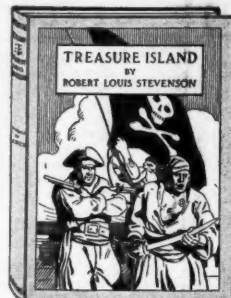
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THE SCHOOL JOURNAL

A Monthly Journal of Education

OSSIAN LANG, Editor.

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No. 2

Merry Christmas

"Co-workers with God in the uplift of humanity"—in words like these or words to that effect, if the quotation be not literally correct, Horace Mann defined the mission of teachers. It is a good definition to adopt and live up to. Now, the Alpha and Omega of God's purposes with mankind is happiness. Eden was the beginning, Heaven is the hoped-for end. Joy is the consummation. It is the keynote of worship. There is no truer way of testifying to one's trust in the All-Father than by being joyful always. Fretting, grumbling, and fussing people and those with hang-dog faces are of another Kingdom. The schoolrooms presided over by "co-workers with God in the uplift of humanity" are radiant with joy—the joy of working, the joy of helping, the joy of achieving, the joy of being alive. In such soil all that is best will thrive.

That is why thoughtful teachers have declared Christmas to be the season richest in educational opportunity. Thanksgiving Day ushers in the joyous days. How can we best give thanks? By making others glad. So then, we will get to work and save from our routine tasks as many minutes as we can for Christmas activities. The room shall be a bower of beauty. The branches of the Christmas tree shall bear loving remembrances of parents and friends, all done by the children themselves. The poor shall be supplied from a store of good things contributed by free gifts from those who have to give. Crumbs and grains shall be strewn in sheltered places where birds will find them. One thought shall be supreme: Let all the world be merry. Yes, merry! Joy unconfined, ringing out in laughter and merry noise, marks the Christmas season. Not a word, of course, shall be heard about whispering and such like bugbears of irritable teachers, and there shall be seen no beams in children's eyes except sunbeams. For this is the joyous time of the year; let everyone make merry.

"Equal pay for equal work" has won the victory at last. One flagrant injustice in the appointment of salaries for the teachers of New York City has now been righted by law. The

new conditions, to be sure, have brought to the surface, and into prominence, other inequalities which will have to be adjusted before long. Some short-sighted people seem to regard these inequalities as creations of the new law. No, friends, they existed right along. Now they stand out in all their glaring disproportion to the pay-roll as a whole. That is the difference.

Grace C. Strachan and her valiant co-workers have compelled New York City to discriminate no longer against women teachers charged with responsibilities usually reserved in the past for men. Thereby they have earned the gratitude not only of the women who are directly benefited, but of every teacher who now, in comparison with the new conditions, appears shamefully underpaid.

Grace Strachan has proved the forcefulness of her leadership by results. Perhaps it is a bit inconsiderate on our part to suggest that she be chosen to marshal the forces anew to a battle for justice to the primary teacher. The strain upon her of the stress of the campaign that is past will never be fully realized except by friends that are nearest to her. The struggle, with the attendant sorrows of being misunderstood and maliciously misrepresented, has told upon her erstwhile splendid physique, tho her will has lost none of its indomitableness, nor her spirit its sweetness, nor her personality the charm that established her leadership. She is entitled to rest and comfort, and the best that her friends can do for her or wish for her. But if she should lend her help, the movement for further extension of justice to the teachers would surely succeed.

The Milwaukee *Press* writes that "the greatest banquet ever held in the State of Wisconsin" was given on October 21st by the Principals' and Teachers' Association of that city, in the N. E. A. The Governor of the State and prominent local officials, together with fifteen hundred teachers paid tribute to his leadership both by their presence and addresses. Two hundred and forty girls from the Domestic Science Department of the Girls' Trade School prepared the five-course banquet, and served the guests. The man who is honored at home is honored indeed.

The Cheerful Confidant

The Breakfastless Teacher

I see by the *Western School Board Journal* that there is a superintendent down there in New York by the name of Edward L. Stevens, who says that the teacher who comes to school without breakfast is a menace. Say, that's mighty sound sense! I have had a half-formed notion like that in my head for some time, and now that authority has expressed itself on the subject, I'd like to make some observations. I don't get much of a chance to learn about doings in New York; it costs too much and takes too long to get there. I have to fall back on Chicago, when our little city gives us a vacation coinciding with school days somewhere else. (Isn't it silly that so many schools have their vacations at the same time so that hardly any teacher can learn anything by visiting another? Why, man alive, the vacations in different parts of the same town ought to be on different days! Where was I? Oh, yes.)

I went up to Chicago and visited a school. There was a doctor there examining children, but he never looked at the teachers. In one of the classrooms I visited, the woman had as clear a case of dyspeptic irritability as you ever saw. The blotches on her face showed malnutrition and autotoxication. She shook hands with me with a nervous jerk, and her hand was cold and moist: no circulation. She was not teaching. She was holding on to the place and wasting children's time, wasting her own nerve force, and wasting theirs. Now, what I want to know is why didn't the school doctor look the teachers over and say to this one, "You can't come to this school to-day"? He does say that to children. Now, the children (thru their parent taxpayers or rent-payers) are giving up money to come to school; yet the doctor quite properly excludes them; but the sick teachers are not paying anything to come, they are getting paid for it, and Mr. Doctor lets them in to spread irritation and nerve trouble to forty children penned up with them beyond all hope of escape.

In this same Chicago there is much protest against letting children go out to parties and to the theater at night because it unfits them for school work the next day. Yet the Chicagoans have no device to prevent the teachers from going to the theater on Wednesday night and otherwise unfitting themselves for working with children. The man or woman who is too exhausted to get up in time in the morning, who rushes off to school without breakfast, can't recover his day. It is gone; lost beyond repair. Such a teacher is a menace.

Well, what do you school superintendents do? At teachers' meetings you scold about such things, but your scolding is like the discipline of a school from which the right to punish has

been withdrawn. Until you are in a position to demand sweet, healthy, cheerful and radiant teachers, you might as well not say anything at all, so far as the breakfastless teacher is concerned. If, however, like that right Mr. Wright, who is State Superintendent of Michigan, and that Western Charley Gorton of ours, who went as superintendent to Yonkers, N. Y., you insist that the children have a right to the finest-looking women in the land, it stands to reason that you could convince a school board that teachers and principals must be tested every day before they are permitted to menace children. Some entire school systems have been damaged by a sick superintendent, so irritable and irritating that he has wasted thousands of the people's dollars by his reduction of the teachers' teaching power. I heard of a superintendent of whom it was boasted that he had caused more tears to flow than any other hundred men in his city. This is absurd, you know;—to raise money to educate the children and then to knowingly waste any of it by letting a sick teacher, principal or superintendent poison the work.

What, would you punish one for being sick?

Surely! You experts are always quoting Germany to us. Now, I'll tell you what they do in Germany. Their type of efficiency is their army. The main thing a soldier has to be equipped with is health. If a soldier goes out and takes liberties with his interior workings they lock him up. It is quite necessary for military efficiency that a soldier should be able to march. Now, what do you think of this? If a German soldier is found to have sore feet he is arrested and punished.

Teaching means "know-how" plus power of inspiration. The inspiration is more necessary than the know-how. It is the element that makes an educator. If you have only the knowledge you are a scholar, nothing more;—comparatively useless for any service to children. But the power to make children want to learn and to go on learning is a spiritual radiance pure and simple, so generally dependent upon a high-toned physical condition that for school-administrative purposes you can ignore the exceptional cases of efficiency coupled with invalidism. No school manager has any justification for official sympathy with a sick teacher that makes the children suffer for it and the public pay for it. If you give me your money to go and get something done with it, and I hire invalids to do it because I am sorry for them, I am sustaining an unnecessary philanthropy for another promised service. This dishonest pity has made many schools into hospitals for unfortunate teachers. It is mixing two worthy purposes, but with disastrous results.

Public school teachers can and do spend 80 per cent of their time per year out of the classroom, and with freedom from supervision. It is nonsense to believe that with all this time for recovery they cannot correct what we teachers have persuaded ourselves to believe the dreadful drain of teaching upon our constitutions. Oh fudge! If I am brought to see that health is one of the things I am paid for I won't have any trouble getting myself to bed betimes on Sunday, Monday, Tuesday, Wednesday, and Thursday nights. Neither will you. We teachers have played the baby act too much in this matter of tired nerves. Yes, yes, we're tired; we're all tired, all teachers are tired teachers, if you want to have it so; but we tire ourselves

by talking about it, and we use no sense in guarding against tire. If we were not paid by the Government, if we were subject to the ordinary demands of a newspaper office, a business house, or a private medical or legal practice, this tiresome tattle about the hard-hard job we have would have lost us our living long ago.

Me for the teacher with a breakfast. Me for the school system that won't permit a teacher to take a class unless her eyes are bright, her pulse strong, her skin healthy, and her spirits high. Me for an assortment of well substitutes waiting to be clapped into a classroom every time the regular supply has gone and made herself ugly again. Doctor, this way, please. Is the teaching staff fit for duty this morning?

When Greek Meets Greek

MARY E. FITZGERALD, in the *Chicago Record-Herald*.

"Oh, how do you do, Mrs. O'Brien!" said the principal, outwardly cordial and inwardly quaking. "It's too bad John can't behave himself, isn't it? Impertinence this time, I believe, is the complaint. Sit down, please. Miss Reid told me she wanted to see you when you came."

"Johnnie behaves himself as well as any boy that isn't a graven image needs to," said Mrs. O'Brien with dignity. "It's a pity, I say, if a dacent child can't spake up for himself once in awhile without being called impudent by the likes of her. Yes, I know her. Don't I see her from me window every morning, dressed to beat the band, and the taxpayers paying for it? Bedad! And the likes of her to say my Johnnie is impudent! I'll lower her crest for her. It's himself knows well O'Herne, the saloon-keeper on the corner, and he has a friend that knows——"

"Isn't this a dreadful shame, Mrs. O'Brien?" said a pleasant-faced, brisk young woman who came in quickly and seated herself beside the caller, apparently unaware of the hostile look in the visitor's eyes. "Just think, John O'Brien, of dragging your poor, hard-working mother out just because you can't do what is right and good for yourself! And he can be so nice, too!" she went on rapidly, not giving Mrs. O'Brien a chance to speak. "Why, the way he can spell is fine, when he half tries."

"Our family are all good spellers," interjected the proud mother, as Miss Reid paused for breath, "and"—but Miss Reid, evidently intending to keep the floor, rushed ahead:

"Indeed, I can well believe it. I know, too, that you never in the world would allow him to be rude to anyone. It doesn't take me long to find out how a child is trained at home. Just because something didn't please him—as if I had time to try to please every boy in the room!—he took it upon himself to be impudent to his teacher!"

The look of pained surprise upon Mrs.

O'Brien's face caused the principal to turn hastily to the bookcase.

In course of the conversation, or rather monolog, Miss Reid deftly transferred the baby, who was grasping at her locket, to her lap, where he was enjoying himself immensely, patting her cheeks, pulling her hair, and bestowing moist kisses all over her countenance. Mrs. O'Brien, wetting a corner of her apron, wiped the grimy little hands, saying apologetically: "I was in such a hurry I had no time to clean myself or the young ones."

"Yes, I know," said Miss Reid sympathetically, "and here's this boy, who ought to be a help to you and doing everything he could for you to show his gratitude, behaving so that he is a perfect disgrace instead of a credit, as he might be if he tried. You know, Mrs. O'Brien, no woman with a drop of Irish blood in her veins is going to allow a twelve-year-old boy to sit around and think he can do just as he pleases and answer back when he feels like it; now is she?"

"Sure not!" said Mrs. O'Brien emphatically, "and I'll break every bone in his body when I get him home. You—you—oh, just wait, me lad! Impudent, indeed, to your teacher!"

"You told me——" began Johnnie, whimpering at her sudden change of base.

"I never told you anything of the kind!" interrupted his mother quickly. "And if I did, you might have sense enough to know it was because I didn't know what kind of a lady she was. I'm terrible sorry, my dear, you've had so much trouble wid him, but me word for it, it will be the last," she said, turning to Miss Reid, who was cooing at the baby.

"Oh, don't be too hard on him this time. Just give him another chance, and if two big women can't manage him, we'll get a man or two. You'll be good, though, Johnnie, won't you?" And she turned up gently the downcast face and smiled into the tear-filled eyes.

"Good-bye, Mrs. O'Brien. Come again soon and bring the baby. Good-bye, lovey," and she waved a friendly hand at the little one.

"She is a rare lady, and when it comes to ladies, there's none like the Irish. You know Mrs. Connors, Miss Smith? Her boy is a fright. Well, she said as far as she could tell from the back window, she thought Miss Reid had the look of an Irish woman and was trying to hide it. It's scandalous the tongues some women have. Sure, why should she hide it? It's the great dresser she is, and sure, why wouldn't she be? You've noticed, I suppose, Miss Smith, that the Irish are most generally——"

"Good-day to you. It's sorry I am that me Johnnie is so much trouble. No, don't send him up to the room. I want to take him home and clean him up before he goes back."

"No patrol this time?" asked the janitor, tiptoeing in. "I hung around in case I might have to call one."

"No," said Miss Smith, laughing. "Miss Reid absolutely made her confess that John could be in the wrong."

The janitor raised hands and eyes with a "Glory be! but she's a wonder!" and departed.

The Puritans and Christmas Day

Christmas Day was not celebrated in the early days of New England. This was partly because the Puritans abhorred forms and ceremonies of any sort and partly because the observance of Christmas was associated with kings and the doings of kings.

Yet it was not easy to keep all the colonists from following old country customs. In his "History of Plymouth Plantation," written in 1621, William Bradford says:

On the day called Christmas Day ye Governor called them out to work (as was usual), but most of this new company excused themselves and said it went against their consciences to work on that day. So the Governor told them that if they made it a matter of conscience, he would spare them until they were better informed. So he led away the rest and left them. But when they came home at noon from their work, he found them in the street at play openly, some pitching the bar and some at stool-ball and such like sports. So he went to them and took away their implements and told them that it was against his conscience that they should play and others work.

Nature Study Outline for December

Fifth Year

FIRST WEEK

The Pine.

Have the pupils bring twigs of as many kinds of pine as possible. Compare, to familiarize pupils with the different kinds.

Ask pupils to bring pine cones.

Discuss trees and cones. Where are seeds? When are they ripe?

Uses of pine.

SECOND WEEK

The Spruce.

Have spruce twigs brought to the class. If the spruce does not grow wild in your vicinity, twigs can probably be obtained from a tree on someone's lawn.

How does the pine differ from the spruce: In shape of tree? In height to which it will grow? In shape of leaves? In manner of growth of leaves? In color of leaves? In scent? In appearance of bark? In size and shape of cones?

Have pupils make drawing of a spruce twig.

Uses of spruce.

THIRD WEEK

Hemlock and Arbor Vitæ.

Have twigs brought to class. Study as with pine and spruce, comparing the two together, and with the evergreens studied during the preceding weeks.

Uses of hemlock and arbor vitæ.

FOURTH WEEK

Cedar and Larch.

Study, as with evergreens studied in preceding weeks.

Sixth Year

FIRST WEEK

Study of Crystals.

Study the formation of crystals: Sugar, salt, snow, quartz, and others that may be obtainable.

How do snow crystals and quartz crystals differ? In shape? In size?

Form crystals of salt or alum, by setting a more than saturated solution of the substance away in a tumbler for a few days.

SECOND WEEK

Granite.

Get specimens of granite. Find, with the aid of a geology, of what minerals it is composed.

Where is granite found?

How is it quarried?

For what is granite used?

How is it polished?

What colors has it? How does Scotch granite differ in appearance from that found in this country?

THIRD WEEK

Limestone.

How formed.

Test with acid any minerals that pupils think may have lime in them.

Uses of limestone.

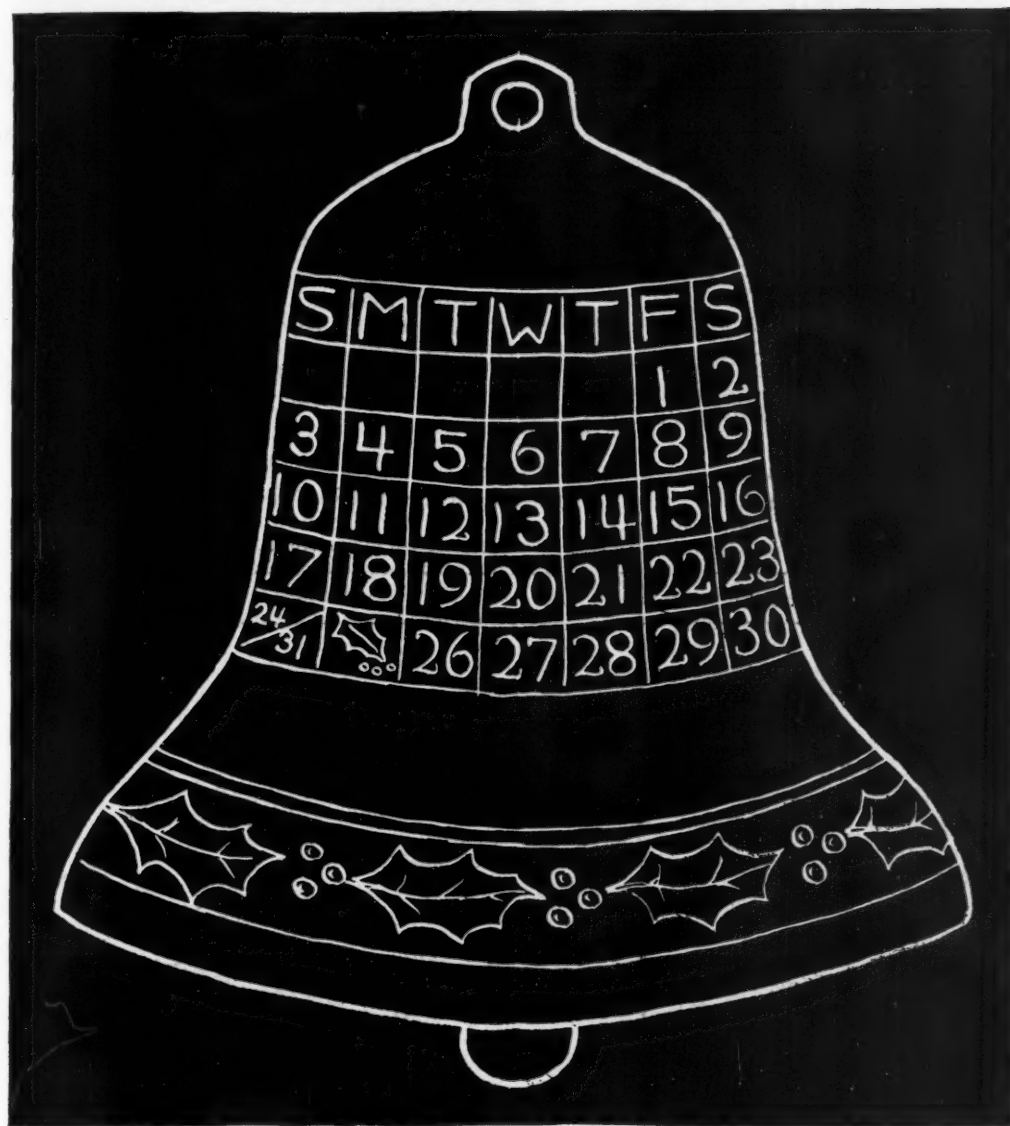
Limestone caves.

FOURTH WEEK

Limestone Formations.

Marble (crystalline limestone), shells, bone, stalactites, stalagmites, Iceland spar.

Have pupils make mortar and plaster.



Christmas Calendar—Designed by Ruth Mildred Lang

Memory Gems for December

DECEMBER 1

Cold December brings the sleet,
Blazing fire and Christmas treat.

—SARA COLERIDGE.

DECEMBER 4

In a drear-nighted December,
O happy, happy tree,
Thy branches ne'er remember
Their green felicity.
The north cannot undo them,
With a sleety whistle thru them,
Nor frozen thawings glue them,
From budding at the prime.

—JOHN KEATS.

DECEMBER 5

"Whatever the weather may be," says he—
"Whatever the weather may be,
It's the song ye sing an' the smiles ye wear
That's a-making the sunshine everywhere."

—JAMES WHITCOMB RILEY.

DECEMBER 6

When icicles hang by the wall,
And Dick the shepherd blows his nail,
And Tom bears logs into the hall,
And milk comes frozen home in pail;
When blood is nipped and ways be foul,
Then mighty sings the staring owl,
To whoo;

Tu whit! Tu whoo! A merry note!
Tu whit! To-who! A merry note!

—SHAKESPEARE.

DECEMBER 7

Chill airs and wintry winds! My ear
Has grown familiar with your song;
I hear it in the opening year —
I listen, and it cheers me long.

—H. W. LONGFELLOW.

DECEMBER 8

I listen in the evening
To the sighing of the gale;
I watch the heaping snowdrifts
And hear the rattling hail;
And I think, with grateful spirit,
What a glorious God is ours,
Who is mighty in the tempest,
And gentle in the flowers.

—SAMUEL FRANCIS SMITH.

DECEMBER 11

The meadow lark sings in the meadow,
But the snowbird sings in the snow.

Ah me!

Chickadee!

The snowbird sings in the snow!

DECEMBER 12

The pine is like a tall cathedral tower,
With ariels or withered ivy-vines
Entwined in sculptured shapes of wreath and
flower,

Thru which the clear, red stain of morning
shines;
And underneath, the snow-draped shrub and
briers
Seem kneeling groups of silent, white-robed
friars.

—C. L. HILDRETH.

DECEMBER 13

Lo, what wonders the day hath brought,
Born of the soft and slumbrous snow!
Gradual, silent, slowly wrought,
Even as an artist, thought by thought,
Writes expression on lip and brow.

—MRS. ELIZABETH A. ALLEN.

DECEMBER 14

"Help one another," the snowflakes said,
As they cuddled down in their fleecy bed.
"One of us here would not be felt,
One of us here would quickly melt;
But I'll help you and you'll help me,
And then what a splendid drift there'll be."

DECEMBER 15

Out of the bosom of the air,
Out of the cloud folds of her garments
shaken,
Over the woodlands brown and bare,
Over the harvest fields forsaken,
Silent, and soft, and slow,
Descends the snow.

—ANON.

DECEMBER 18

Ring a merry season
Joyous Christmas bells,
What a tale of wonder
Your sweet pealing tells,
For one little child's sake
All the world is glad.

DECEMBER 19

"And never more the blessing
Shall from the year depart,
If only we, dear children,
Keep Christmas in the heart.
Its love, its thoughts for others
Are beautiful as flowers,
And may we sow their beauty
In other hearts than ours.

—ANNIE DOUGLAS BELL.

DECEMBER 20

There's a song in the air, there's a star in the sky,
 There's a mother's deep prayer and a baby's low cry,
 And the star rains its fire while the beautiful sing
 And the manger of Bethlehem cradles a king.
 —HERRICK.

DECEMBER 21

Soon, over half the earth,
 In every temple, crowds shall kneel again
 To celebrate His birth,
 Who brought the message of good-will to men,
 And bursts of joyous song
 Shall shake the roof above the prostrate throng.
 —BRYANT.

DECEMBER 22

I heard the bells on Christmas Day
 Their old familiar carols play,
 And wild and sweet
 The words repeat
 Of peace on earth, good-will to men!
 —LONGFELLOW.

DECEMBER 26

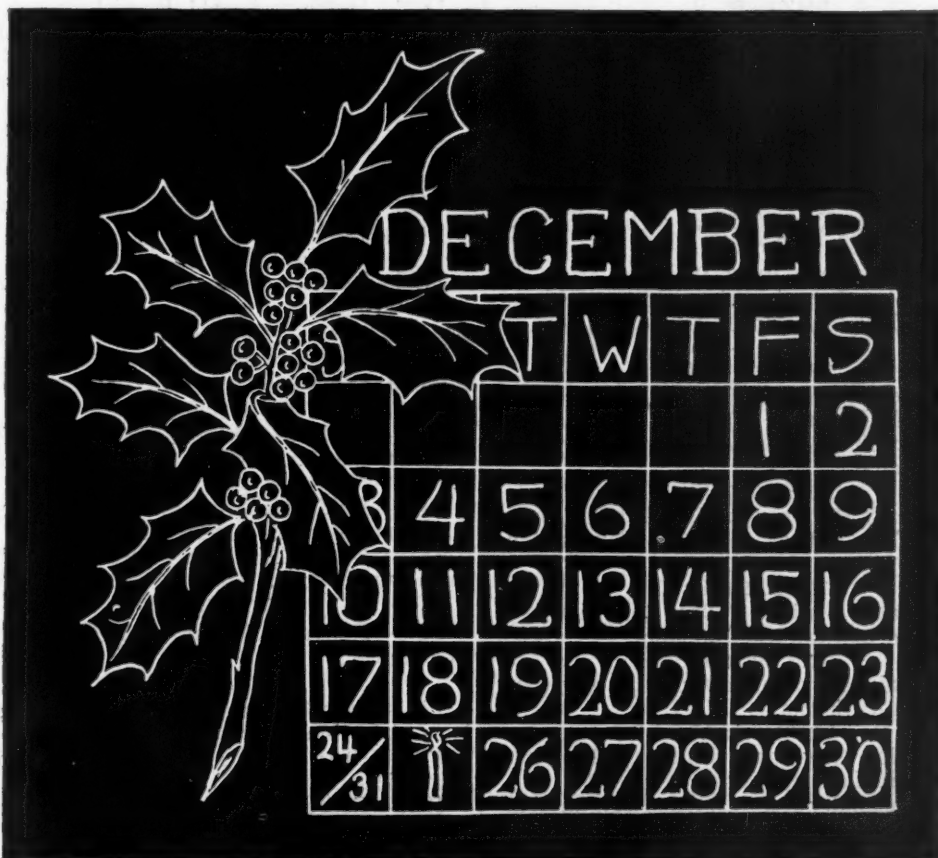
Heap on more wood!—the wind is chill,
 But let it whistle as it will,
 We'll keep our Christmas merry still;
 Each age has deem'd the new-born year
 The fittest time for festal cheer.
 —WALTER SCOTT.

DECEMBER 27

We ring the bells and we raise the strain,
 We hang up garlands everywhere,
 And bid the tapers twinkle fair,
 And feast and frolic—and then we go
 Back to the same old lives again.
 —SUSAN COOLIDGE.

DECEMBER 28

Ring out, ye crystal spheres,
 Once bless our human ears,
 (If ye have power to touch our senses so;)
 And let your silver chime
 Move in melodious time,
 And let the bass of Heaven's deep organ blow
 And with your ninefold harmony
 Make up full consort to the angelic symphony.
 —MILTON.



December Red Letter Days

DECEMBER 2

1736—Richard Montgomery, distinguished general (Battle of Quebec), born in Ireland.

DECEMBER 3

1826—George B. McClellan, American general, born in Philadelphia.

DECEMBER 4

1795—Thomas Carlyle, essayist and historian, born in Ecclefechan, Scotland.

DECEMBER 5

1782—Martin Van Buren, eighth President of the United States, born at Kinderhook, N. Y.

DECEMBER 6

1823—Max Mueller, orientalist and linguist (professor at Oxford), born in Dessau, Germany.

DECEMBER 7

1863—Pietro Mascagni, Italian composer (*Cavalleria Rusticana*), born in Livorno, Italy.

DECEMBER 8

65 B.C.—Quintus Horatius Flaccus (Horace), Roman poet, born in Venusia, Italy.

1765—Eli Whitney, American inventor (cotton gin), born in Westboro, Mass.

1848—Joel Chandler Harris, American author (Uncle Remus), born at Eatonton, Ga.

DECEMBER 9

1608—John Milton, English poet, born in London.

DECEMBER 10

1788—Thomas Hopkins Gallaudet, American scholar and philanthropist, who in 1817 opened the first asylum for the deaf and dumb in the new world, at Hartford. Born in Philadelphia.

DECEMBER 11

1843—Robert Koch, founder of bacteriology, born in the Hartz, Germany.

DECEMBER 12

1745—John Jay, American statesman and first Chief Justice of the United States, born in New York.

DECEMBER 13

1797—Heinrich Heine, German poet, born in Duesseldorf, Germany.

1835—Phillips Brooks, American clergyman, born in Boston.

DECEMBER 14

1811—Noah Porter, American scholar, president of Yale College, born in Farmington, Conn.

DECEMBER 15

1593—Izaak Walton ("The Compleat Angler"), born at Stafford, England.

DECEMBER 16

1770—Ludwig van Beethoven, composer, born in Bonn, Germany.

DECEMBER 17

1808—John Greenleaf Whittier, American poet, born in Haverhill, Mass.

1835—Alexander Agassiz, American naturalist, born in Neuchâtel, Switzerland.

DECEMBER 18

1835—Lyman Abbott (son of Jacob Abbott), American theologian and writer, editor of *The Outlook*, born in Roxbury, Mass.

DECEMBER 19

1594—Gustavus Adolphus, of Sweden, born in Stockholm.

1790—Sir William Edward Parry, English North Pole explorer, born in Bath.

DECEMBER 20

1805—Thomas Graham, chemist, born in Glasgow.

DECEMBER 21

1639—Jean de Racine, French dramatist, born in La Ferté-Milon.

DECEMBER 22

1696—James Edward Oglethorpe, English general, founder of Savannah, Ga. (1733), born in London.

1819—Franz Abt, German composer ("When the Swallows Homeward Fly"), born in Eilenburg.

1823—Thomas Wentworth Higginson, American writer, born in Cambridge, Mass.

DECEMBER 24

1822—Matthew Arnold, English poet and essayist, born in Laleham, England (son of Dr. Thomas Arnold).

1809—Christopher Carson ("Kit Carson"), American pioneer, born in Kentucky.

1845—George I., King of Greece, born in Copenhagen.

DECEMBER 25

1742—Charlotte von Stein, friend of Goethe, born at Weimar.

DECEMBER 26

1716—Thomas Gray, English poet, born in London.

DECEMBER 27

1822—Louis Pasteur, French chemist, born in Dôle, France.

DECEMBER 29

1808—Andrew Johnson, seventeenth President of the United States, born at Raleigh, N. C.

1809—William Ewart Gladstone, English statesman, born in Liverpool.

1843—Queen Elizabeth of Roumania, "Car-men Sylva," born.

DECEMBER 30

1865—Rudyard Kipling, English poet, born in Bombay.

DECEMBER 31

1491—Jacques Cartier, French navigator, born at St. Malo, France.

1738—Charles Cornwallis, British general (American Revolution), born.

1815—George Gordon Meade, American general, born in Cadiz, Spain.

Study Outlines of South America

By EMILIE V. JACOBS, Supervising Principal, Philadelphia

The Andes Mountains

Carpenter; 67-100; 38.

National Geographic Magazine; May, 1910.

Strange Lands Near Home; 86.

Geographical Data:

Points of similarity and difference between North and South America. Isthmus of Panama, Cape Horn, Volcanoes (Cotopaxi, Chimborazo, Aconcagua); Earthquake region of the Andes; Plateau of the Andes; Strait of Magellan; Climate; Animals—llama, alpaca; Minerals—gold, silver, copper; Inhabitants—Indians, whites; Countries—U. S. of Colombia, Ecuador, Peru, Bolivia, Chili; Lima, Santiago, Valparaíso.

LESSON I.

1. Compare surface of North and South America.
 - a. Eastern Highlands.
 - b. Great Central Plain.
 - c. Western Highlands, in two or three main ranges.
 - d. Plateau between the Western ranges.
2. Andes Mountains a continuation of North American system.
 - a. Extent, from Isthmus of Panama to Cape Horn.
 - b. Countries passed through.

LESSON II.

Crossing the Andes from Lima to Plateau by railroad.

1. Near Lima.
 - a. Sugar and Cotton Fields.
 - b. Green meadows.
 - c. Cotton and Sugar factories.
 - d. Indians.
2. Foothills.
 - a. Gray, bleak rock.
 - b. Later, grass and flowers.
 - c. Above clouds, mist, rain.
 - d. Smaller fields among rocks.
 - e. Pure air.
3. Mountains.
 - a. Walls of rock.
 - b. Canons, bridges.
 - c. Intense cold, snow.
 - d. Physical effects,—head, nose, heart.
4. Railroad.
 - a. Cost, thousands of lives, millions of dollars.
 - b. Wonders of construction.
 - c. Highest in the world (Oroyo Railroad).

LESSON III.

1. The Earthquake Region of Ecuador.
2. Volcanoes.
 - a. Chimborazo, dead.
 - b. Cotopaxi, highest active volcano in the world.
3. Extreme heat modified by mountains.

4. Cacao trees in lowlands.
5. Condor living amongst mountains.
6. The Plateau.
 - a. Mines.
 - b. Llama;—domestic, wool, carrying ore, camel family.
 - c. Alpaca;—silky wool, camel family.
 - d. Aconcagua;—the southern gateway of the plateau.

LESSON IV.

Gold and Silver Mines.

1. Gold Mines.
 - a. Paving streams.
 - b. Washing in bowls called "pans."
2. Silver Mines.
 - a. Primitive methods and rude tools.
 - b. Use of llama.

LESSON V.

The First Trans-Andean Railroad, from Valparaíso to Buenos Aires. See *National Geographic Magazine*.

1. Valparaíso.
 - a. Amphitheater.
 - b. Cars, streets, houses, lights.
 - c. People.
 - d. View of Aconcagua.
2. Santiago. (Explain not the one known in Cuba during Spanish-American War.)
 - a. Distance from Valparaíso same as from New York to Washington.
 - b. Capitol Hill.
 - c. View of mountains, city.

LESSON VI.

Draw map of South America and on it indicate:

1. Amazon River.
2. Andes mountains.
3. Two volcanoes.
4. Capitals of Peru and Chile.
5. Plateau of Andes.
6. Three minerals and where found.
7. Two vegetable products and where found.
8. The highest mountain.
9. Five animals.
10. Names of countries bordering on Pacific

First Aid

Children ranging in age from nine to thirteen years of age, says the *Pittsburgh Dispatch*, successfully resorted to "first aid" in treating a wound when one of a party of six was bitten by a copperhead snake while they were gathering chestnuts.

The snake sank its fangs into the leg of Thomas Nee, Jr., aged ten, when the boy stepped on it. Kathryn Costello, aged nine, tore ribbons from her hair and, with the assistance of Michael Costello and Madeline Nee, improvised a tourniquet in a manner that won the praise of the surgeons who later treated the wound. The boy will recover.

A Christmas Dream

A Christmas Play for the School

By EMA M. SUCKOW

Characters.

Marion Grey: A girl of about twelve.

Mrs. Grey: Marion's mother.

The Old Toys:

Polly, the rag doll. Her costume is a dilapidated Mother Hubbard dress, and heavy gloves much too large for the little girl who plays the part and stuffed to represent the leather hands often seen on such dolls. A mob cap with a frill fits close around her face, hiding her hair.

Violet, the French doll. A pretty silk or lacy dress, large hat and curls.

Jumping Jack. Any fantastic, brightly colored costume. He wears a high pointed cap with a cord hanging from the tip.

Jack-in-the-Box. Costume much like that for the other Jack. He drags behind him a large box covered with gaudy cretonne, and sits or stands in it during most of the action.

Drum. A large cardboard drum made of pasteboard covered with red tissue paper to represent a child's toy drum. The top is left open for his head, and circular holes are cut at the sides for his arms.

Rattle. He wears, wound about his head and shoulders, one or two strings of bells such as children play horse with.

The two Jacks and Drum may be twelve years or younger, but Rattle had best be a little fellow.

The New Doll. Dressed in any pretty way to represent a fine doll. Her hair is long and she may carry a parasol. She should be a little larger than Violet.

A Set of Furs. A little girl dressed entirely in fur.

Candy. A fat little boy dressed in a red-and-white striped costume.

Setting. There is a little Christmas tree at one side of the stage, dressed in appropriate ornaments; across from it a couch or large armchair. Other chairs are scattered about. The candles on the tree are lighted, but otherwise the room is dim, tho the light increases during the play to represent the dawning of Christmas morning. If desired, the stage may be further set to represent a pretty, homelike living-room or nursery.

At rise of curtain Marion is discovered asleep, curled up on the couch. After a moment she stirs, yawns, sits up sleepily and looks around.

Marion—Why, I've been asleep! How stupid of me! I was sure I could keep awake until Santa Claus came. Oh, what if he's been here? (She runs to the tree and looks anxiously around it.) No—at least, if he has he didn't bring me anything. It must be nearly morning and—(she yawns) I am so sleepy. Anyhow, why shouldn't I sleep? The reason I've never heard him come on Chrisamas Eve is because I've always been away off upstairs in

bed. But being right here in the room, I'm sure to hear him. Yes, I—I think I'll—go back—to—sleep.

She goes to the couch, yawns once or twice, blinks at the candles and goes to sleep. There is a moment of silence. Then a door near the tree opens cautiously, a mere crack. Polly puts her head thru the opening, looks around, turns and beckons, and The Old Toys come tiptoeing quietly onto the stage. They watch Marion carefully until convinced that she is really asleep, but when convinced they take hold of hands and dance round in a circle, laughing.

Polly—That will do, children! Do be quiet or you'll wake her again. She almost caught us a moment ago when you made such a noise, Bass Drum.

Drum—I don't care,—somebody knocked into me and when I'm pounded I have to make a noise.

Violet—You are so prim, Polly. I should think we could have a little fun on the only night in the whole year when we can act like people and not toys. See,—I'm so stiff I can hardly move from being shut up in that hateful box all the time.

All stop dancing and arrange themselves around the stage; Polly in a chair near center, Violet perched on the couch, Drum and Jack-in-the-Box near the tree, Jumping Jack at back, and Rattle on the floor near front.

Jack-in-Box—How'd you like to live in a box the way I do? When Miss Marion first got me she used to open the lid and let me get a little fresh air once in a while, but now she keeps me cooped up all the time. Say, it feels good to hop around a little.

Polly—Hush, hush, Jack-in-the-Box! If you must hop, why don't you do it quietly like Jumping Jack?

Jumping Jack has been waving his arms and legs at the back of the stage after the time-honored fashion of his kind.

Drum—Hum! Jumping Jack is so worn out he can't make any noise.

Jumping Jack—What's that? I can make as much noise as you can, and it's your business to make a noise.

Still flapping his arms, he comes threateningly toward Drum, but Polly stops him.

Polly—Jack, don't you dare touch Drum. Miss Marion will wake up and then what? O, Rattle, don't you begin, too!

Rattle—I'm not beginning anything, but I'm too old to rattle around all night like this. I guess if you had been thrown into a drawer with a lot of broken old blocks and things years ago, you wouldn't feel like it, either. I could hardly get the drawer open to crawl out, and I'm so tired, I just believe I'll go back.

All the others jump up in alarm, crying "Oh, no—don't go," etc.

Polly—Come here, Rattle, and sit by me. You can go to sleep. Poor little fellow, you are a year older than I am, for you came on her first Christmas, didn't you?

Rattle sits on the floor beside Polly.

Drum—It isn't age that counts, Polly. I'm five years old myself and I don't mind it; but I've been pounded around so hard that I feel—hollow.

Violet—Well, I think I would rather be pounded than never even looked at. Why, do you know, Miss Marion never takes me out of my box any more, and the other day when that little poor girl was here, the one that comes with her mother when she washes, I heard her ask Miss Marion if she could just see me,—people do admire me, you know,—and Miss Marion said no, she couldn't. That I was just to take along to parties, and if she wanted a doll to play with, she could take Polly. I suppose she thought nobody could hurt a rag doll.

Polly—They can hurt me, though. Sometimes when Miss Marion was a baby she used to bite me, and now she lets me fall off tables, and once she threw me downstairs when she was angry. It almost killed me.

Jumping Jack—That was pretty hard, but I'd rather be used hard than just not used at all, wouldn't you, boys? Why, look at me. When I was new, I had a good time. Miss Marion showed me to everyone who came, and had me do all my tricks. After a while she grew tired of me. Now I haven't jumped for so long, I believe I have rheumatism in all my joints.

Jack-in-the-Box—Yes, but you aren't jammed into a box lots too small for you, with your legs doubled under you the way I am. I haven't stretched since last year.

He stretches.

Polly—I'll tell you what the trouble is. I've known it for a long time, but it seemed so dreadful I hated to speak of it. The truth is, Miss Marion doesn't care for us any more. She has outgrown us.

All nod sadly. Their faces show their sorrow.

Violet—Well, I'm sure she will never get a more stylish doll than I, and I heard her asking for a new one for Christmas.

Drum—But look here, if she doesn't care for us, why doesn't she give us to someone who would want us? Lots of boys would be proud to have a drum like me, and I could make a pretty good noise yet, if anyone cared to hear me. Just hit me a whack, Jack, and see if I can't.

All—Oh, no! Hush!

Jack-in-the-Box—I wish I could go to a little sick boy who has to lie in a chair all day. I'd jump out and make him laugh when he felt badly,—see, like this.

He crouches down, then springs up suddenly, throwing his arms wide and making a comical face.

Rattle—And I'd like to go to a baby. I'd ring all my bells like this, and the baby would laugh and laugh.

Jumping Jack—And I'd like to go to that lame boy who lives across the street. We used to see him, you know—he walks with a crutch,



The Christmas Dream Players

and I believe he'd like me better than if he could jump himself.

Violet—And I wish I could be sent to a hospital where nice little sick children are. Then I wouldn't have to be handled, and get my curls spoiled and my ribbons mussed, but they'd put me up high where the children could see me and admire me all day long.

Polly—I don't believe anyone would want me,—I'm so old and battered up and only a rag doll, anyhow. But I wish Miss Marion wouldn't carry me by one arm.

Jumping Jack—Well, Miss Marion has outgrown us and she never thinks that other children would like us, so she won't even give us away.

Polly (jumping up)—Then I'll tell you what let's do—let's run away!

All (crowding around her)—Run away?

Polly—Why not? Maybe we could find someone to love us, and we could be Christmas presents all over again. Oh, but listen! (All stand very still, counting the strokes, as a clock off stage strikes six.) We can't go,—for in half an hour we shall have to change back into toys again. Oh, dear!

Jack-in-the-Box—Hark! Someone is coming!

All huddle close around the Christmas tree as the New Toys enter the stage from the opposite side.

The New Doll—How do you do? Are you the old toys? We are the new Christmas presents. Santa Claus left us at the door and told us to come right in. I am the new doll—I haven't any name yet—and this is a Set of Furs, and this is Candy. (All bow.)

Polly—I am the oldest one—my name is Polly—and I hope you'll like it here.

A Set of Furs (pointing to Marion)—Is this our mistress? What a sweet little girl! (The New Toys go to examine her.)

New Doll—Is she good to her toys?

All the Old Toys shake their heads sadly.

New Doll—She isn't? How dreadful! Whatever will we do?

Violet (enviously)—Maybe she will be good to you.

A Set of Furs—I should think she would—she asked for us especially.

New Doll—I'd feel dreadful if she spoiled my hair—it's real.

Candy—Well, I won't last very long anyhow, so it doesn't make much difference to me.

Drum—Really, we must go back to our places. What if we should be caught here? It is almost time for us to change back into toys for another year.

A Set of Furs—Oh, let us go along with you and hide. We don't want her to find us here when she wakens.

Polly—All right, come along. Good-bye, everyone, until next year. (They shake hands sadly, bidding each other good-bye, and start for the door.) But sha'n't we wish Miss Marion a Merry Christmas?

All—Oh, yes!

They tiptoe back to the couch and call softly, "Merry Christmas, Miss Marion!" and then steal away as they came, Polly last and stopping to throw a kiss to Marion. A pause. Then the door opens and Mrs. Grey enters, her arms full of bundles. Marion rubs her eyes and sits up.

Marion—O, Polly, please come back!

Mrs. Grey—Why, Marion, child! Are you dreaming?

Marion (jumping up and looking around in surprise).—Why, no—I'm not dreaming. I saw them all as plain. Oh, let me go upstairs quick! Maybe they'll run away!

Mrs. Grey—Marion!..What are you thinking of?

Marion—Nothing, mother. I want to get my old toys.

She runs off. Her mother begins to open the packages she has brought, taking out a doll dressed like the New Doll, a set of furs of the kind worn by the little girl who represented them, and a box of candy tied with red ribbon.

Mrs. Grey—I wonder how long the child could have been here. She must have come down early and fallen asleep. (The clock strikes one stroke.) It's just half-past six. I'm glad I hid her presents. (She arranges the gifts around the tree.)

Marion enters, her arms full of the old toys, each one resembling the child who represented it.

Marion—Oh, see—I found them all. They hadn't run away. And I do love them. And, mama—may I give them away, to-day, for Christmas presents? I'm too old for them, but other children would like them.

Mrs. Grey—Why, yes, dear, but to whom?

Marion—Oh, I know just the place for every one. (She places the toys carefully on the couch and picks them up tenderly one by one.) I wish I'd taken better care of the poor dears so they wouldn't look so bad. But see—poor old Jack-in-the-Box is to go to that sick Tommy Green to make him laugh when he feels badly. And Drum, to his little brother. Jumping Jack I'm going to take over to little lame John—he will love him—and my dear old rattle to the baby next door. I hate to give Violet away—you are elegant, dear,—but if you want to you shall go to the hospital where the children are. But Polly—you sha'n't go a step! I've always had you and I'm going to keep you!

Mrs. Grey—That is very sensible, dear. And now look at your presents.

Marion (running to them with cries of delight, eating some of the candy, putting the furs around her, catching up the new doll).—Here you all are, just the very same! And I will be good to you—don't you ever worry. I love you already. (She stops and looks at Polly, lying in a heap on the couch; then still holding her new treasures, she runs to Polly and hugs her.) But I love you best, Polly, truly I do, and I'll never carry you up side down!

Curtain.

Charles Dickens at Christmas Time

Some Reminiscences of the Famous Writer by His Grandson, Charles Dickens

(From the Girl's Own)

"Many Merry Christmases, many Happy New Years, unbroken friendships, great accumulation of cheerful recollections, affection on earth, and Heaven at last for all of us."

The Christmas message by my grandfather—Charles Dickens—printed above, which he sent to Mr. John Forster in 1846, strikes, I think, the whole keynote of his feeling toward the keeping of Christmas; good fun and good fellowship, with a deep undercurrent of something higher—a love for the true meaning of the season, a strong sentiment that Christmas always was a time in which we should show our love for our fellow-man and for the great Founder of Christmas Day. And this is shown in almost everything he ever wrote about Christmas. He identified himself completely with Christmas fancies. All its high spirits and rollicking humor absolutely belonged to him, and amid it all lay the thought of the duty of diffusing enjoyment among others, of bringing light and comfort to even the most squalid places.

I was only a boy when my grandfather died, and it is sometimes quite difficult to distinguish between what I actually remember in person and what I have been told by my own father. Being only a child when I saw my grandfather, perhaps it is not unnatural that I should always be inclined to think that his attitude toward children goes a long way in explaining his attitude toward Christmas.

There is one curious point connected with his giving of presents at Christmas-time. While for his own children no time was too long and no trouble too great for the choosing of their Christmas presents, he never sent holiday remembrances outside his own household.

DICKENS AS A SINGER OF COMIC SONGS

My father has told me that his first really clear recollection of my grandfather was in connection with a certain American rocking-chair, which presumably had accompanied him on his return from his reading tour in the United States, and in which he used to sit and sing comic songs to an amazed but appreciative audience consisting of my father and his two sisters.

One of the favorite songs of this most select audience dealt with the history of Guy Fawkes, who was described, I believe, as:

"Guy Fawkes, that prince of sinisters,
Who once blew up the House of Lords,
The King and all his Ministers."

Each stanza began with some such startling announcement. In one stanza it was stated that this "prince of sinisters"—

"Crossing over Vauxhall Bridge
That way came into London—
That is, he would have come that way
To perpetrate his guilt, sir,
But a little thing prevented him,
The bridge it wasn't built, sir."

And then later, in another part of the song, he went on to explain how—

"They straightway sent to Bow Street
For that brave old runner, Townshend—
That is, they would have sent for him,
For fear he was no starter at,
But Townshend wasn't living then;
He wasn't born till arter that."

And all this with a chorus of the good old-fashioned sort with a "Bow, wow, wow, ri fol de riddy oddy, bow, wow, wow," refrain.

My father said that the impression of my grandfather sitting in that rocking-chair, with the three children about him or sitting on his knees, never in the least faded from his mind, tho the picture of him at later times became less vivid.

His thoro doing of Christmas also was typical of the marvelous energy and thoroness with which he did everything, and which showed itself first to my father in connection with a toy theater of which he was the proud possessor. The due production of a piece at this theater took much painting of scenery, painting and cutting out of cardboard figures for the various characters, pasting, gumming and much mess; a really delightful occupation. With this theater my grandfather became fascinated, and he "presented" the first piece and worked at it with an energy that was simply marvelous, but in him was natural. Whatever he did he did with all his heart and as well as he could. In play, as in work—whether it was painting scenes for his toy theater, or dancing a "Sir Roger de Coverley" at a children's party, or gravely learning to dance from his small daughter, or walking or riding—it was all the same. Whatever lay to his hand was done thoroly. He seized upon the toy theater with tremendous energy, and worked away at it for days. When the all-important occasion arrived the performance was entirely and completely satisfactory to everybody concerned.

DICKENS AS LORD HIGH REVELLER

He was very fond of setting a party to dance "Sir Roger de Coverley." Here everyone could take a hand; here was fun for everybody. No skulking with him. Didn't Pickwick get annoyed when Arabella Allen and Winkle kept them waiting until he found an excuse in Arabella's pretty face? Read him describing it in

"Pickwick" or in the "Carol," and you can see him dancing it himself and wonder how he could sit still while he wrote. It is as truly a case of "hands half 'round and back again the other way, down the middle and up again, 'round and 'round in various stages of affectionate grouping, old top couples always turning up in the wrong place, new top couples starting off as soon as they got there, all top couples at last and not a bottom to help them." Think of all that, with my grandfather as Lord High Reveller and dancing himself as if there were no other pleasure in the world, and you will think that a Twelfth Night party with Charles Dickens was a thing not to be forgotten.

Another amusement which he practised for children on Twelfth Night was conjuring. He described his performances to a friend in a letter, saying that he had purchased a magic lantern and other tremendous engines for the Twelfth Night party and proposed to appear as a conjurer. "And if you could see me conjuring the company's watches into impossible tin caddies and causing pieces of money to fly, and burning pocket-handkerchiefs without burning 'em, and practising in my own room without anybody to admire, you would never forget it as long as you live." He did not care in the least how much trouble he had to expend if everything came right in the end.

HIS LONG CHRISTMAS COUNTRY WALKS

Gadshill is, however, more associated with my grandfather's Christmases than any other place. It is curious to note, by the way, that he signed the cheque for the purchase of the place on a Friday, for it was one of his superstitions that Friday was his lucky day.

In his earlier days he used to go for wanderings in the byways of London, beyond the prosperous quarters, on a Christmas Day. But when he moved to Gadshill this was changed. Here everything at Christmas was a holiday. The house was packed with guests; he used to fill the house up so full that the guests often overflowed into a house in the village. The spirit of Christmas ruled supreme, tho even here his favorite recreation was a long walk accompanied by such of the party as could go the distance or last the pace he set.

These long walks were a great feature of his life, and tried the mettle of ambitious but inexperienced visitors considerably. There were walks in endless variety in that part of Kent: around the beautiful woods of Cobham, thru Rochester, and over Bluebell Hill, with its magnificent view, or on the highroad between Rochester and Chatham, with its glimpses of the river covered with a procession of shipping.

HIS INTEREST IN TRAMPS

But what was more interesting to my grandfather than any view was the constant passing of tramps; he took in not only the minutest detail of the scenes thru which he passed, but also

every fluttering rag of every tramp he met. The result of this close observation is to be found scattered all thru his works, from the tramp who appears in "Copperfield" when David was making his way to Dover along this very highroad, down to the memories of Joe Gargery and Pip in the Marshes.

Sometimes, my grandfather would be quite engrossed on these walks, and father tramped many a mile with him, striding along at his regular four-mile-an-hour swing; his eyes looking straight before him, his lips slightly working, as they generally did when he sat thinking and writing; almost unconscious of companionship, and keeping half a pace or so ahead. When he had worked out his thoughts, he would drop back again into line, and the conversation would be resumed as if there had been no appreciable break or interval at all. But the Christmas walks were not like that. They were eminently social walks, when his writings were evidently far from his mind.

In the evening the house was snug and cosy with the brightest and most genial of hosts to keep things going. Besides music and billiards, there were impromptu charades and drawing-room games in which he delighted and excelled, and with these amusements the time passed quickly and happily.

My grandfather was a great lover of games, and into them he threw himself as heartily and with as much energy as into everything else: "Spanish Merchant," "How, When, and Where," and "Yes and No." There was also a special memory game which was really hard work by reason of the extreme care it required. My father remembered him very well in an absurd charade playing a ridiculous sailor who was brought up before a magistrate and could not be restrained from dashing out of the dock and dancing a preposterous hornpipe on the floor of the court, and doing it all with as much humorous detail as if he had had days of rehearsal to work it up in, instead of only comparatively a few minutes. Visitors unaccustomed to the ways of the house—but most of the Christmas guests were accustomed to them, or very soon became accustomed—were not expected to join in these games unless they liked, any more than they were expected to join the walkers on a twelve-mile tramp; but if they did join in they were expected to do their best.

One year a more ambitious performance was given in the shape of a charade proposed at breakfast to be performed in the evening. Rehearsal went on all day, business was arranged, properties were collected, everybody in the house was fully occupied, when somebody remembered an important thing which had somehow been lost sight of. This was only the harmless but most necessary audience, without which even the most talented company would be useless. However, an audience was collected by hasty invitations around the neighborhood, and the charade was duly given, to the delight

of all who came. The performance wound up just before midnight, as my grandfather was a great believer in welcoming the New Year in, and wanted to stand at the open door to hear the bells ring out, and then wish "A Happy New Year to us all! God bless us!"

A CHRISTMAS OUTDOOR PROGRAM

One Christmas he inaugurated a grand program of sports that was carried out in the meadow at the back of the garden, open to members of the village cricket club and their usual opponents, with admission to anyone who liked to come. My grandfather, with his sons, worked hard for two days before, staking out the course, making flags, putting up tents and hurdles, and carrying out the many details of such an entertainment, with quite a boy's enthusiasm. It was found, too, on the morning of the sports, that he had arranged for a basket to be prepared, containing every kind of appliance and medical comfort useful for treating quickly any accident that might occur. The day was a great success, for my grandfather knew the people and trusted them, and, as generally happens, the people showed themselves worthy of the trust. He described the success in a letter.

"They did not," the letter ran, "between half-past ten, when we began, and sunset displace a rope or a stake; and they left every barrier and flag as they found it. There was not a dispute,

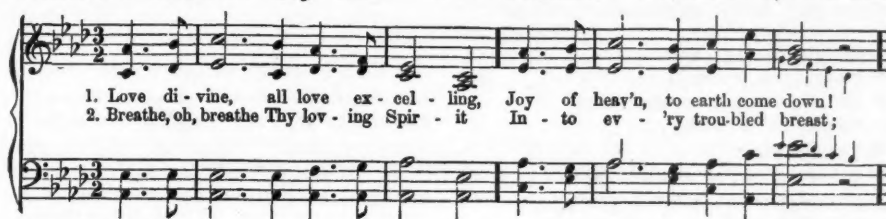
and there was no drunkenness whatever. I made them a little speech from the lawn at the end of the games, saying that, please God, we would do it again next year. They cheered me lustily and dispersed. The road between this and Chatham was like a fair all day; and surely it is a fine thing to get such perfect behavior out of a reckless seaport town."

AND THEN CAME THE CHRISTMAS DINNER

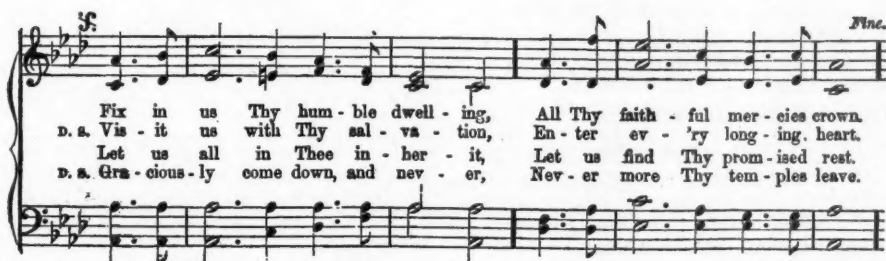
The Christmas Day dinner was naturally a bright and cheery festival. He kept up the liveliest conversation all the time, as may easily be imagined; and his sprightly remarks and comical stories made the occasion one always to be remembered with delight.

"It is good to be children sometimes, and never better than at Christmas, when its mighty Founder was a child Himself," was a sentiment he expressed, and he showed his sincerity by following out this idea. He always liked to have his dinner-table look pretty, with a special place of honor for the plum pudding, which would not be in order without its special bit of holly, which must be well berried. His Christmas toast was short, and to the point, and always the same: "Here's to us all! God bless us!" There can be no better memory of my grandfather than that which pictures him seated at his Christmas dinner, surrounded by his family and friends: the embodiment of the spirit of Christmas.

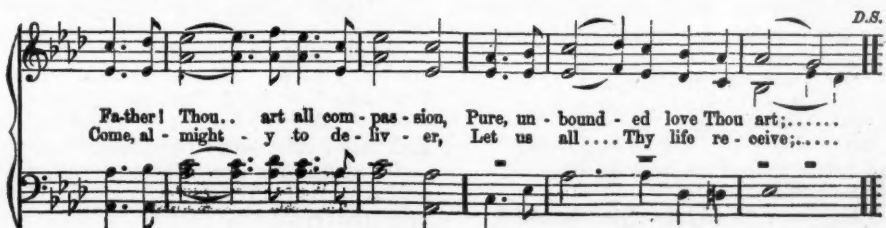
Common School Hymns: 1. Autumn. 8s and 7s, Double



1. Love di-vine, all love ex-cel-ling, Joy of heav'n, to earth come down!
2. Breathe, oh, breathe Thy lov-ing Spir-it In-to ev-'ry troubled breast;



Fix in us Thy hum-ble dwell-ing, All Thy faith-ful mer-cies crown.
D. S. Vis-it us with Thy sal-va-tion, En-ter ev-'ry long-ing heart.
Let us all in Thee in-her-it, Let us find Thy prom-ised rest.
D. S. Gra-cious-ly come down, and nev-er, Nev-er more Thy tem-ples leave.



Fa-ther! Thou.. art all com-pas-sion, Pure, un-bound-ed love Thou art;.....
Come, al-might-y to de-liv-er, Let us all.... Thy life re-ceive;.....

A Week with the Eighth Grade

Monday

MORNING EXERCISES

Read, without comment, the following poem:

IF WE ONLY UNDERSTOOD

Could we but draw back the curtains
That surround each others' lives—
See the naked heart and spirit,
Know what spur the action gives—
Often we should find it better,
Purer than we judge we should.
We should love each other better,
If we only understood.

Could we judge all deeds by motives—
See the good and bad within—
Often we should love the sinner
All the while we loathe the sin.
Could we know the powers working
To o'erthrow integrity,
We should judge each others' errors
With more patient charity.

If we knew the cares and trials—
Knew the efforts all in vain,
And the bitter disappointment—
Understood the loss and gain—
Would the grim, eternal roughness
Seem, I wonder, just the same,
Should we help where now we hinder,
Should we pity where we blame?

Ah! we judge each other harshly,
Knowing not life's hidden force—
Knowing not the fount of action
Is less turbid at its source;
Seeing not, amid the evil,
All the golden grain of good;
And we'd love each other better,
If we only understood.

—RUDYARD KIPLING.

ENGLISH

For memorizing:

THE CHAMBERED NAUTILUS

This is the ship of pearl, which, poets feign,
Sails the unshadowed main,
The venturous bark that flings
On the sweet summer wind its purpled wings
In gulfs enchanted, where the Siren sings;
And coral reefs lie bare,
Where the cold sea-maids rise to sun their streaming
hair.

Its web of living gauze no more unfurl;
Wrecked is the ship of pearl!
And every chambered cell,
Where its dim dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed,—
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
That spread its lustrous coil;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway thru,
Built up its idle door,
Stretched in his last-found home, and knew the old no
more.

Thanks for the heavenly message brought by thee,
Child of the wandering sea,
Cast from her lap, forlorn!
From thy dead lips a clearer note is born
Than ever Triton blew from wreathed horn!
While on mine ear it rings,
Thru the deep caves of thought I hear a voice that
sings:—

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea.

—OLIVER WENDELL HOLMES.

Copy the poem, and commit the first stanza.

GEOGRAPHY

Clothing.

1. All civilized people clothe themselves. Materials used, amount of clothing, and nature of garments vary with different races. Only those very low in civilization go without clothing.

2. Among primitive peoples garments few in number, of simple construction, of a universal pattern, and made of materials found in immediate environment.

3. Nature of garments largely determined by climate. Change from one season to another means change of clothing. Change from one latitude or one altitude to another means change of clothing.

4. Clothing has long since been used to decorate the body as well as clothe it. The more civilized people accordingly use many different materials, many colors and weaves, and many ornaments.

5. Clothing has come to have a religious and social significance, depending upon color, cut, etc.

What kind of clothing is worn by us? By the English? By the Scotch? the French? Germans? Dutch? Italians? Spaniards? Chinese? Arabians? Japanese? Hindoos? Russians? Eskimos? Africans? Egyptians?

What nations use different materials and cut of garments? What nations keep the same cut and material?

How does our clothing differ in winter and in summer? Why?

What special clothing is worn by priests? Ministers? How does men's evening dress differ from that worn in the daytime? How do women's evening dresses differ from their street dresses?

HISTORY AND CIVICS

The purchase of Louisiana.

The Lewis and Clark expedition.

Map Work.—Map of United States in 1803, showing original States, States admitted between 1789 and 1803, and the Louisiana purchase.

PHYSIOLOGY

The Nervous System.—Have brain of sheep to show. Study brain, spinal cord, nerves, nerve centers, and the office of each. Compare with a telegraph system; emphasize importance of protecting brain and spinal cord from blows.

ARITHMETIC

Short method for multiplying by $33\frac{1}{3}$: Multiply by 100 and divide by 3.

Examples: Multiply the following by $33\frac{1}{3}$ (work to be done quickly): 60, 36, 51, 66, 123, 312, 12, 90, 24, 30.

Tuesday

MORNING EXERCISES

To be read:

If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, if we imbue them with principles, with the just fear of God and love of our fellow-men, we engrave on those tablets something that will brighten to all eternity.

—DANIEL WEBSTER.

ENGLISH

Commit to memory the second and third stanzas of "The Chambered Nautilus," and write a biographical sketch of the author:

Birthplace? (Cambridge, Mass.)

Date of birth? (August 29, 1809.)

Son of Rev. Abiel Holmes and Sarah Wendell.

Entered Harvard College at sixteen, and was graduated in 1829.

Studied law, but abandoned it for medicine. Professor at Dartmouth College, and later at the Massachusetts Medical School, at Boston.

Most of his poems are witty. "The Chambered Nautilus" and "The Last Leaf," serious.

Prose works, "The Autocrat of the Breakfast Table," "Over the Teacups" and "Elsie Venner." "The Chambered Nautilus" appears in "The Autocrat."

GEOGRAPHY

Clothing Materials.

The materials used for manufacture of clothing are of vegetable or animal origin.

1. Materials of vegetable origin: Cotton, flax, hemp, grasses, india-rubber.

2. Materials of animal origin: Sheep, goat, alpaca, camel, silk, leather (from cattle, sheep, goats, horses, swine), furs.

Name articles of clothing obtained from each of the above.

HISTORY AND CIVICS

Current Events.—Rebellion in China: Where? What results thus far? Describe flag of new Chinese Republic.

PHYSIOLOGY

Prick a finger, to test feeling, as indicated by nerve. How nerves are affected by climate. Americans a nervous people. Necessity for nerve control. How to prevent nervous prostration. Danger of continuously twisting mouth, face, fingers, etc.

ARITHMETIC

Short method of multiplying by $333\frac{1}{3}$. Multiply by 1000, and divide by 3.

Multiply by $333\frac{1}{3}$, the numbers given in the lesson for Monday.

Wednesday

MORNING EXERCISES

Topic for Discussion.—Breathing thru the mouth, and why it should be avoided. The hairs in the nose catch dust-laden germs, and prevent their being taken into the system. Cold air is warmed before reaching the lungs, when breathed thru the nose, etc.

ENGLISH

Commit to memory the last two stanzas of "The Chambered Nautilus," and study up about the nautilus.

Write out the references to the life and appearance of the shell, that occur in the poem.

GEOGRAPHY

Cotton.

1. Distribution.

a. In the United States, southeastern section, including Texas, Georgia, Mississippi, Alabama, Arkansas, North Carolina, South Carolina, Louisiana. Texas often produces nearly one-third of the crop.

b. In foreign countries.—India, Egypt, Brazil.

2. Nature of cotton plant.

a. Usually an annual.

b. Plant is kept under cultivation as a low shrub.

c. The cotton consists of tufts of fibers around the seeds.

3. Characteristics of cultivated varieties.

a. Uplands cotton, grown both in old and new worlds, but best in United States, —called American cotton.

b. Sea Island cotton furnishes finest, longest and strongest fibers, therefore, is best.

HISTORY AND CIVICS

War of 1812.—Causes; winning Lake Erie;

defending New York; burning of Washington; defense of New Orleans.

PHYSIOLOGY

Eyes.—Our dependence upon eyes. Chief parts of the eye and use of each.

ARITHMETIC

To multiply by $66\frac{2}{3}$, multiply by 100 and divide by 6.

To multiply by $666\frac{2}{3}$, multiply by 1000 and divide by 6.

Multiply the following by $66\frac{2}{3}$, then by $666\frac{2}{3}$: 60, 36, 42, 30, 18, 24, 66, 48, 54.

Thursday

MORNING EXERCISES

Topic for Discussion.—Tobacco and smoking. Cigarette smoking. The greatest danger comes from the early use of tobacco. The boy who never smokes until after he is twenty-one will never suffer greatly from the moderate use of tobacco.

ENGLISH

Repeat the entire poem "The Chambered Nautilus."

What is the story of the Siren?

What are sea-maids?

What was a Triton?

GEOGRAPHY

Conditions of Cotton Cultivation.

1. Climatic conditions.

a. Sensitive to frost; needs a long growing season, with even temperature, tho not too warm.

b. Plenty of sunshine.

c. Needs an abundant, but not excessive, supply of moisture thru season.

2. Soil conditions.

a. Cotton grows in different soils, depending upon amount and distribution of rainfall.

b. Soils rich in lime are best, under right climatic conditions.

3. Use of fertilizers necessary.

In India cotton is grown on the plateau back of the western ghats, in northern provinces, and in the Punjab, by irrigation.

In Egypt cotton is chiefly grown in the irrigated districts of Middle Egypt and on the delta.

HISTORY AND CIVICS

War of 1812.—Effects of the war on the settlement of the West, and in increasing manufactures in the East.

Map Work.—Map of United States and Canada, showing principal battlefields of War of 1812.

PHYSIOLOGY

Eyes.—Process of seeing described; various ways by which eyes are injured or made defective. Danger of reading in poor light, of reading lying down; of looking directly at the sun on a bright day; advantage of washing tired eyes in a weak solution of boric acid.

ARITHMETIC

Multiply the following by $33\frac{1}{3}$: 42.6, 15.63, 3.333, 12,000, 9,830, 84.6, 45.6.

Friday

MORNING EXERCISES

Read, and talk about:

One of the prettiest words in the significance of its derivation is *face*, from an old Sanskrit word, which in the original means *to shine*. The face a shining thing! In the word alone one can find inspiration to high resolve. It should be the effort of everyone so to enter into all good things as to make his face *shine*.

ENGLISH

Repeat the entire poem, "The Chambered Nautilus."

Give definitions, in your own words, of *feign*, *unshadowed*, *main*, *bark*, *enchanted*, *reefs*, *unfurl*, *wont*, *tenant*, *irised*, *crypt*, *lustrous*, *coil*, *spiral*, *forlorn*, *stately*, *mansions*, *vaulted*, *dome*.

GEOGRAPHY

Cotton:

1. Harvesting.

a. Cotton picked by hand.

b. Cleaned of seeds by cotton-gin.

c. Pressed into bales for shipment.

d. By-products—cotton-seed oil, cotton-seed cake. (For what used?)

2. Transportation.

a. When possible by boat. Gin-houses usually beside water.

b. Part of crop retained in South for local manufacture.

c. Much cotton sent to North.

Manufacture of Cotton:

1. Spinning.—Distaff and spindle, spinning-wheel, spinning-jenny, throstle, mule.

2. Weaving.—Ring frame spindles, hand loom, power loom.

3. Mercerization.

4. Dyeing and finishing.

States leading in manufacture of cotton goods: Massachusetts, Rhode Island, Pennsylvania, New Hampshire, Connecticut, Maine, New York, South Carolina, North Carolina, Georgia.

HISTORY AND CIVICS

The purchase of Florida.

Opposing forces; increase of cotton-growing and demand for more slave territory; increase of manufactures and resulting protective tariff; balancing of free and slave States.

PHYSIOLOGY

Eyes.—Explain far-sightedness, near-sightedness, cross-eye and astigmatism. Need of consulting oculist, advantages of glasses. Care of glasses.

ARITHMETIC

Multiply the following by $66\frac{2}{3}$: 96.6, 39, 93, 57, 72, 144, 162.

Industrial Nature Study

By FRANK OWEN PAYNE

Lighting Products

1. Due to Combustion.

Candles.

Wax.
Tallow.
Paraffin.
Spermaceti.
Vegetable waxes—
Myrtle berry wax.
Japan wax.
Carnauba wax.

Oils.

Sperm oil.
Lard oil.
Whale oil.
Olive oil.
Colza oil.
Poppy-seed oil.
Petroleum.
Gasolene.
Kerosene.
Naphtha.

2. Due to other chemical action.

Coal oil.
Magnesium light.
Natural gas.
Coal gas.
Water gas.
Air gas.
Pintsch gas.
Acetylene gas.
Special.
Oxyhydrogen.
Welsbach.
Calcium.
"Philosophus" lamp.

3. Due to electricity.

Arc.
Incandescent.
Carbon filament.
Platinum wire.
Tantalum rod.
Nernst.
Mercury vapor.

4. Due to phosphorescence.

1. Candles were originally made by dipping pieces of loose cotton fiber into melted wax or other material and allowing them to cool. The size depended upon the number of dippings. Candle molds were later invented, into which the melted wax was poured. Candles have largely given place to lamps, but they are still used in some parts of the world, and they are used in churches of some denominations as part of the furnishings of the altar.

2. Sperm oil is obtained from the fat of the sperm whale. Sperm oil was formerly much more used than at present. The decline in whale fishing has been largely due to the substitution of petroleum products.

Lard oil is extracted by pressure from lard. It was formerly used in lamps and lanterns.

Olive oil has been used from most ancient times as a source of light.

Petroleum and its products will be considered at a later time.

The oxyhydrogen flame has no light, but its intense heat makes it a dazzling illuminant when it is directed upon a bit of lime. This becomes glowing hot and emits a brilliant white light. This so-called "calcium" or "lime-light" is used in stereopticons.

Magnesium light is due to the combustion of metal magnesium. It is used in stereopticons and in powder form in the familiar "flashlight" material used in photography.

The Welsbach mantle owes its power of lighting to the fact that it is saturated with a substance which glows when heated.

In electric lighting various substances are used. The arc light is produced when a current leaps across the space between two carbon pencils. The incandescent light comes from a carbon filament, or platinum wire or Tantalum rod glowing in a vacuum globe. The mercury vapor light is produced when a vacuum tube containing a small quantity of mercury vapor is placed where charges of electricity can go thru it.

The Nernst light is somewhat like an incandescent light. It differs in several respects. The glowing filament consists of a mixture of rare substances, principally oxide of Thorium. The globe in which it is placed is not a vacuum and a special apparatus is employed for heating the filament at the start.

The Nernst lamp gives a beautiful yellow light, more nearly the quality of sunlight than any other artificial light. It is more expensive, owing to the complex arrangement required for heating the filament at the start.

Phosphorescence is due to the presence of compounds of the element phosphorus set free from various organic substances.

In tropical countries, phosphorescent insects resembling the familiar "fireflies" and "glow-worms" are said to be used for illuminating.

Some Christmas Lore

Who eats herrings fresh or herrings salted for his first meal on Christmas Day in the morning will have money in his pocket and luck for his friend until the next Christmas Day comes 'round. No wheels must turn between dawn and sunset, or mice will eat away the linen threads. Dreams dreamed on Christmas Eve are false, but the dreams of Christmas Day come true; for then "no fairy takes nor witch has power to harm, so hallowed and so gracious is the time." Strangers who enter a Wallachian house for the first time "on Christmas Day in the morning," throw a pinch of salt on the fire and put an egg in the hen-house for the hen to sit on; this is supposed to insure plenty of eggs all the year round.

Who stands in the northeast corner of Glas-tonbury Church on Christmas Day and listens carefully with his ear to the ground will hear a sound like the regular roaring of a furnace. It is Saint Dunstan blowing up his forge for the greater discomfiture of the Gentleman in Black. Who receives money on Christmas Day will be lucky all the year; and nothing sown on Christmas Eve perishes, though it were sown on the snow itself.

In Spain all houses are fumigated with rosemary on Christmas Eve that no evil thing may enter them any night of the coming year. The yule-log, ancientest and hoariest of Christmas customs, is made of oak in practically every country where it has been accepted; Germans, Czechs, Serbs, Italians and Anglo-Saxons alike choose oak-trunks wherewith to light a flaming pyre in honor of the Christ-child. He or she who looks into the mirror on Christmas Eve will see, looking over his or her shoulder, the face of the enemy of souls, or of Judas. To this same Judas tradition has given Christmas Eve as a night of mercy and healing. Let Rudyard Kipling speak for the poor traitor—"Then said the soul of Judas that betrayed

Him,

'Lord, hast Thou forgotten Thy covenant with me?

How once a year I go
To cool me on the floe;
And Ye take my day of mercy
If Ye take away the sea.'"

Says an English proverb of very ancient usage and extremest respectability, "A green Christmas makes a heavy harvest," and in not a few counties runs the tradition that "a green Christmas makes a fat kirkyard." Greeks believe that it is very unlucky to give anything away during the twelve nights of Christmas, and for that space at least their charity begins at home and ends there.

There is a quaint and pretty Christmas ceremony still observed by old-fashioned folk in lonely French villages. Bands of hemp are fastened round an earthen pitcher, and these are

kept moist for some days. Upon these seeds of corn and flax are sown about a week before the holy day, and by Christmas these have sprouted, covering the jar without hiding its shape. And this green-clad jar is used as a centerpiece for the table where the Christmas guests sit down and to their eyes it symbolizes a promise of bread for the coming year, just as the same rite did for the ancient Gauls, who used to hail the corn-clad jar with cries of "*Egin Ann eit*" (the corn springs up).

In certain parts of Austria and Hungary they put lighted candles in every window of the homestead that the Christ-child may not stumble as He passes outside in the dark. Throughout the Netherlands it is not the Christ-kind but the Virgin Mary who passes thru the villages, bearing healing in her hands, and tables are spread, lamps lighted and doors left open all Christmas night, that the mother of God may enter freely where she will, eat and drink and leave her blessing behind. On Christmas Eve the leavings of the evening meal are carried out into the orchard and placed at the roots of the trees that they may also share in the good fellowship incident to the season.

In countries lying farthest north of all a sheaf of wheat is hung up at every doorway on Christmas night that the frozen-out birds may not be hungry on the day of peace and pleasure. So, too, that the kindred may live together in harmony all the coming year, the shoes, great and small, of the entire household are set together in a row at the house-door. The Yule-peace, or Julafred, of the old Northmen—a custom as old as the oldest runes—is still existent in conservative Scandinavia. This peace lasts from Christmas Eve to Epiphany, and is proclaimed by public crier in the streets, and any breach of it is visited with a heavy fine. Something thus runs the proclamation—

"Oyez, oyez, oyez,
All men come listen,
Gentle and simple,
Fremd (strange) folk and kent folk
The year's at passing,
And all strife's over;
The peace of yule-tide—
The peace is here.
Let no man scorn it,
Let no man break it,
For love or lordship,
The peace of yule."

In Germany the Christmas holidays have been substituted for the old Pagan festival of the twelve nights, which ended on twelfth day.

In Devonshire hot cider is spilled upon the largest apple-tree, while the farm-hands sing a song with this refrain—

"Bear good apples,
Bear good pears enough,

Barns full enough,
Bags full enough,
Hurrah! hurrah! hurrah!"

Poles believe that the heavens open on Christmas night, and pure men and maidens may see the angels ascending and descending a ladder of pure light. Santa Claus has not been acclimatized in France; but the Christ-child comes to fill the empty little sabots the night of Noël, and in Alsace an angel and a hideous giant, by name Hans Trapp, fulfill the same kindly office for the sleeping children.

At midnight on Christmas Eve the cattle receive human speech and praise the child Christ, say both Breton and Cornish fables; and not a wife in Cornwall but believes that at the same mystic hour, for the space of sixty minutes, the water is changed to wine in all wells and fountains, "so holy and so gracious is the time." Christmas weddings are thought, in some parts of England, to be especially lucky, but "alas for the child that is born on the Christmas Day!" He will always be able to see ghosts. A popular superstition attaches the greatest importance to dreams in the twelve nights from Christmas to Twelfth Night.

In Northumberland a cake called the dreaming bread is made and cut up on Christmas night, and handed round among the unmarried

girls of a household, who eat it and put a crumb or two under their pillows to bring about authentic dreams of the "tight lads" that shall marry them.

Christmas, the Eskimos call aptly enough the "time for dancing." There is a pretty song by a modern and not very well-known writer that might serve well enough for a carol—

"Beat, beat,

With timid steps down the thronging street,
'Midst the heedless crowd comes a little child,
Spent with the rain and the tempest wild.

Loud, loud

The joybells ring, but, lost in the crowd,
With weeping eyes and with weary feet,
The Christ-child stands alone in the street.

In, in,

From the mirk and the rain and the tempest's
din,

Bring ye the homeless to love and home,
So shall the King that ye wait for come!"

Something of this type is the child-carol sung in Manx churches, immediately after the "Carol of Evil Women," which begins with poor mother Eve, and is always the first carol or "carval" sung by choirs on Christmas Eve, which they call the Eve of Mary—*Oeil Verree*.

—NORA HOPPER.

The Step-by-Step Language Method

By LUCY LOVELL BROWN, P. S. 177, Manhattan, New York City

Picture Study—Aurora

Aim 1.—To teach each child to study and appreciate a picture.

2. To teach each child to write a composition about a picture.

Subject, "Aurora," Guido Reni.

The study of "Aurora" follows the "Story of Clytie" (see another page of THE SCHOOL JOURNAL), who loved the god of the sun, Apollo, so dearly that she turned into a sunflower. This beautiful picture represents the sun god in his chariot ready to start on his daily journey.

1. *Observation of the Picture.*

Let each child have a copy of the picture in his own hands for close observation and study.

Let each child observe all he can and tell what he observes. This free, independent work is very valuable. As each child tells what he sees, correct all errors in English as he speaks.

2. *Study by Questions.*

(1) What is the name of the picture? Aurora.

(2) Why is it so named? Aurora means "dawn," and it is a picture of the dawn of the morning, of the breaking of the day.

(3) Which is Aurora in the picture? The draped figure that is leading.

(4) Who was Aurora? Goddess of the dawn or morning. She is also called Eos. She is at-

tendant to Apollo. She goes ahead of Apollo, scattering flowers in his way, and flings open the doors of the morning.

(5) Who is riding in the golden chariot? Apollo, god of the sun. He is also called Phœbus, Sol, and Helios.

(6) How many horses draw the golden chariot? Four. (Children can count their noses if they find difficulty in distinguishing the four.)

(7) Who attends Apollo besides Aurora? Lucifer, the torch-bearer, or light-bearer. He is called the son of the morning. He is also attended by the Hours, graceful figures with varying degrees of animation. The morning Hours are in some cases more animated than the afternoon Hours. Compare them in the picture.

(8) Which way is Aurora looking? At Apollo, to see if he is ready for her to fling wide open the gates of morn.

(9) Where are they traveling? On clouds.

(10) Can you see the earth below? Hills, sea, castle, etc.

(11) Are they traveling slowly or rapidly? Why do you think so? Horses' manes and other signs of action in the picture.

(12) Do you like the picture? Why? Are there more curves than straight lines in the picture? Which is the most beautiful face in

the picture? Is there any one in the picture who has nothing to do?

(13) By whom was it painted? Guido Reni, born Nov. 4, 1575, at Bologna; died Aug. 18, 1642. His father was a musician and wanted his son to be one also, but he loved painting better. He began to paint when he was four years old. This is probably his best production.

(14) Where is the original painting? On the ceiling of a palace in Rome (Palazzo Raspi-glioso). Where these beautiful paintings are on the ceiling, looking-glasses are placed below them so that they can be studied more easily. The colors in the original are very beautiful.

(15) Have you any questions that you would like to ask about the picture?

3. Description of the Picture.

To summarize the oral work, let each child give a description of the picture. He now knows what he wants to say and he will need help in expressing his thoughts clearly, concisely, and correctly. Descriptions similar to the following may be obtained:

Aurora precedes Phoebus, who is sitting in a golden chariot drawn by four beautiful horses. He is attended by the Hours, which are graceful figures in flowing robes. The torch-bearer is also doing his part as son of the Morning.

THE WRITTEN LESSON

The written lesson may take any one of the following forms:

1. Each child may write a paragraph describing the picture.

2. The class may compose and correct a model description and then learn to write it.

3. Each child may write a three-paragraph composition, using the following outline:

THE AURORA

(1) Introduction—Statements about artist.

(2) Body. Description and significance of picture.

(3) Conclusion. Where it may be found.

In giving the written work, follow the four steps for a written lesson.

Step I. Oral Preparation.

Step II. Spelling Preparation.

Step III. Written Preparation.

Step IV. Written Lesson.

Step I. Oral Preparation.

The Oral Preparation is complete if each child knows what he wants to say and how to say it correctly. If the three-paragraph composition is used, let each child in one row give the introduction, a second row give the body, and a third row give the conclusion.

Step II. Spelling Preparation.

The aim of this step is to anticipate all spelling difficulties and prevent errors in spelling. The teacher and children select all necessary words and write them in lists on the blackboard. The children copy and study them and reproduce them the next day.

Aurora	gates of morn
Guido Reni	scattered
artist	son of morning
painter	champing steed
four years	fiery
musician	Apollo
born Nov. 4, 1545	palace in Rome
Bologna	copies
died Aug. 18, 1642.	one of best.
goddess of dawn	Phoebus
morning	Hours

Step III. Written Preparation.

This is to anticipate the errors in punctuation, paragraphing, sentence formation, etc. Let children write their compositions on the blackboard before school and let the other members of the class correct them when school opens. Many class errors will be removed in this way.

Step IV. Written Lesson.

During this period let each child write on paper at his seat while the teacher passes rapidly from pupil to pupil, correcting one error on each paper. If one correction *only* is made, that correction will be so fixed upon the child's mind that he will probably remember it and not allow the error to occur again.

Plants Which Store Food

[Adapted for SCHOOL JOURNAL from *The Irish School Weekly*.]

APPARATUS

Hyacinth bulb and onion in bulb glasses in water; turnip and carrot tops growing in water in saucers; eyes of potato growing in water; wheat seed sprouting on flannel kept wet. Have also for lesson: carrots, turnips, onions, potatoes, peas, beans, etc.

PREPARATION

Remind children that they learned in summer about seeds. Ask how they grow, and get from the children that the baby plants inside them fed on the seed leaves until they could find food for themselves. They are now going to hear about other plants that store food.

(1) WHY PLANTS STORE FOOD

(a) To be ready for the time when they will need much food, namely, when fresh leaves, flowers and seeds grow.

(b) To be able to feed the young plants which grow after them.

(2) HOW FOOD IS STORED IN PLANTS

(a) *In roots.* The turnip and carrot do not grow fully the first year they are set. All that summer they are busy collecting food which they will want next year when the flowers grow. The food they store swells a root out. (Show carrot or turnip.) The food is absorbed by the root threads. (Show these.) There

must have been food in the carrot and turnip, or the leaves which the children see sprouting from the tops would not have grown when there was nothing in the saucers but water. Next year, when the flowers and seeds have grown, the carrot and turnip will have shrivelled up quite small.

(b) *In stems.* The creeping underground stem of the buttercup stores up food for the little plants which will grow from it next year. The potato is a stem, altho not like one. All the "eyes" are the beginnings of new plants. When these buds begin to grow they want much to eat. That is why the roots have swollen the potato with food.

(c) *In bulbs.* The bulbs of onions, daffodils, hyacinths, etc., all contain enough food to give the next year's plant a start in life.

(d) *In seeds.* When a very young plant begins to grow its roots, which are not fully developed, cannot by themselves supply the plant with sufficient food. The growing plant draws on the food which the parent plant stored in the seeds.

(3) HOW THESE STORES ARE USEFUL TO US

Many of the roots, stems, seeds, and bulbs, as carrots, turnips, potatoes, peas, onions, are grown to provide food for man and animals.

STORY—"JACK AND THE BEANSTALK"

Once upon a time there lived a poor woman with her only son, named Jack. She was a widow; her husband had been killed by a cruel giant, who had stolen all the treasures they had. The poor widow had to sell all the pretty things that made her home nice, to buy bread. At last nothing remained only a good cow.

The widow told her son to take the cow to the market and sell her, as they couldn't starve.

Jack felt grown up as he went to the market. On his way he met a man with some pretty bean flowers in his hat.

"Good-morning!" said the man; "what a fine cow you have there!"

"Good-morning!" said Jack; "what pretty flowers you have in your hat!"

"Give me your cow," said the man, "and I will give you my bean flowers."

Jack was so pleased with the bean flowers that he didn't think of the foolish bargain. "All right!" said Jack, as he gave the man the cow and took the bean flowers.

The lad ran home to his mother in high glee, and showed her what he got for the cow. When the mother saw the bean flowers, she wept bitterly, and told Jack he had been very stupid. She grew so angry that she threw them from the window into the garden.

That night the widow and son went to bed without supper. Jack was so vexed that he cried himself to sleep. While he was sleeping a seed inside one of the flowers sank into the earth, and a bean plant sprang up and grew taller and taller.

By the time Jack wakened it reached high above his bedroom window. Jack climbed up the stalk, and at last reached the top.

Now he was in a strange land, and began looking for a house, as he very, very hungry.

At last he came to a very big house. He knocked and a strange lady opened the door. "Please give me food, I am so hungry, and a bed, I am so tired," said Jack.

"Go away," said the woman. "A giant lives here and will eat you."

Jack begged hard to be taken in, so she gave him food.

As Jack was eating the giant came home.

"Oh, dear!" cried his wife, "whatever shall we do? Jump into this cupboard quick!" And she shut Jack inside.

The giant came in and said: "Wife, I smell a little boy," and Jack trembled in the cupboard. His wife laid dinner before him, and Jack thought the giant never would have finished eating.

"Bring me my money-bags," said the giant, and his wife gave them to him. As he was counting the gold he fell asleep.

"That is my father's money," said Jack, and he stole from his hiding place. He took as much money as he could and ran to the beanstalk and climbed down. When he reached his mother he told her he had got some of their money back, so Jack and his mother were happy.

When the money was spent Jack went up the beanstalk again.

The giantess told Jack how angry the giant was when he discovered his money-bags were gone. Just then the giant's footsteps were heard and Jack sprang into the cupboard again.

"Wife, I smell a little boy," roared the giant, but his wife told him it was the dinner roasting.

The giant had his dinner and when finished he asked for the hen that lays the golden eggs. His wife brought the hen.

"Lay!" said the giant, and the hen laid a golden egg.

"Lay again!" said the giant, and the hen obeyed once more.

The giant soon grew tired and fell asleep. Jack crept from his hiding-place, and, saying to himself, "That hen was my father's; I will take it back to my mother," he tucked the hen under his arm and ran away down the beanstalk.

The widow and her son had now plenty of money, as the hen laid golden eggs for them as those it had laid for the giant.

Jack was daring, and thought he would like to see the giant's country once more. He went to the big house again and asked for something to eat. Just as he was eating the giant's footsteps were heard, and Jack hid in the cupboard a third time.

"Wife, there's a boy in the house," said the giant.

the picture? Is there any one in the picture who has nothing to do?

(13) By whom was it painted? Guido Reni, born Nov. 4, 1575, at Bologna; died Aug. 18, 1642. His father was a musician and wanted his son to be one also, but he loved painting better. He began to paint when he was four years old. This is probably his best production.

(14) Where is the original painting? On the ceiling of a palace in Rome (Palazzo Raspi-glioso). Where these beautiful paintings are on the ceiling, looking-glasses are placed below them so that they can be studied more easily. The colors in the original are very beautiful.

(15) Have you any questions that you would like to ask about the picture?

3. Description of the Picture.

To summarize the oral work, let each child give a description of the picture. He now knows what he wants to say and he will need help in expressing his thoughts clearly, concisely, and correctly. Descriptions similar to the following may be obtained:

Aurora precedes Phœbus, who is sitting in a golden chariot drawn by four beautiful horses. He is attended by the Hours, which are graceful figures in flowing robes. The torch-bearer is also doing his part as son of the Morning.

THE WRITTEN LESSON

The written lesson may take any one of the following forms:

1. Each child may write a paragraph describing the picture.

2. The class may compose and correct a model description and then learn to write it.

3. Each child may write a three-paragraph composition, using the following outline:

THE AURORA

(1) Introduction—Statements about artist.

(2) Body. Description and significance of picture.

(3) Conclusion. Where it may be found.

In giving the written work, follow the four steps for a written lesson.

Step I. Oral Preparation.

Step II. Spelling Preparation.

Step III. Written Preparation.

Step IV. Written Lesson.

Step I. Oral Preparation.

The Oral Preparation is complete if each child knows what he wants to say and how to say it correctly. If the three-paragraph composition is used, let each child in one row give the introduction, a second row give the body, and a third row give the conclusion.

Step II. Spelling Preparation.

The aim of this step is to anticipate all spelling difficulties and prevent errors in spelling. The teacher and children select all necessary words and write them in lists on the blackboard. The children copy and study them and reproduce them the next day.

Aurora	gates of morn
Guido Reni	scattered
artist	son of morning
painter	champing steed
four years	fiery
musician	Apollo
born Nov. 4, 1545	palace in Rome
Bologna	copies
died Aug. 18, 1642.	one of best.
goddess of dawn	Phœbus
morning	Hours

Step III. Written Preparation.

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"Wife, there's a boy in the house," said the giant.

His wife placed his dinner on the table and he forgot all about the boy and began to eat.

After dinner he asked for his musical box. "Play!" he said to it, and it played a beautiful tune. By and by the giant fell asleep.

Jack crept from his hiding-place and touched the box. No sooner had he touched it than it cried out: "Master! master!" and awoke the giant, who seized a huge club and ran after Jack.

Jack fled to the beanstalk and climbed down quickly.

"Mother," he cried, "bring me the axe."

Jack struck the beanstalk a blow and it fell down.

Crash! down came the giant, too, who had just reached the top of it. He fell on the ground and was killed. "That is just punishment," said Jack's mother.

What became of the giantess and the big house nobody knows.

Jack and his mother grew very rich and lived happy ever after.

HANDWORK

Brown paper drawing—Pea or bean pod, carrot, turnip, onion, etc.

Clay modelling—Tulip or onion bulb, carrot, etc.

Stick-laying—Children's savings box, plant in flower pot.

What the Winter Brings

What does the winter bring?

Berries red on the holly spray,
Gems of ice in the clear, cold day,
That gleam on the tall fir trees;
Over the world with its leaden skies,
Dainty snow like a blessing lies,
But it bringeth more than these.
Time for busy hands to rest,
For cozy seats in the dear home nest,
With blazing logs piled high,
Happy hearts for the Christmas cheer,
And no regret for the parting year
As you bid its hours good-by.

Educational Meetings

Dec. 27-29.—Illinois State Teachers' Association, at Springfield. Pres., H. W. Shryock, Carbondale.

Dec. 27-29.—Indiana State Teachers' Association, at Indianapolis.

Dec. 27-29.—Montana State Teachers' Association, at Great Falls. Pres., R. J. Cunningham, Bozeman.

Dec. 26-29.—Pennsylvania State Educational Association, at Philadelphia. Pres., F. W. Robbins, Lebanon; Sec'y, T. P. McCaskey, Lancaster.

Dec. 28-30.—Wyoming State Teachers' Association, at Laramie. Pres., O. I. Blakesley, Rock Springs.

Feb. 27-29.—Department of Superintendence, National Education Association, at St. Louis, Mo.



Civil War Reminiscences

Convention of delegates from the Seceding States, organized February 4, 1861, with Howell Cobb as president, held in Montgomery, Alabama, which upon the inauguration of President Jefferson Davis became the capital of the Confederate States of America.

The World We Live In

The names of sixteen hundred women taxpayers have been drawn for jury service in Spokane County, Wash., for the coming year.

Mrs. Ellen Fitz Pendleton was inaugurated as president of Wellesley College, on Oct. 19.

The principals of New York City schools are giving their pupils lessons in getting on and off street cars safely, and in avoiding danger when crossing streets where there is heavy traffic.

After a five years' fight, the women teachers of the New York City public schools have won equal pay with the men teachers.

The Girls' Friendly Society of America is said to be the largest girls' society in the world. It has more than 600 branches, with a registered membership of nearly 40,000.

On Oct. 10, twenty-three amendments to the California State Constitution were voted on, and all the important ones approved. The vote on the amendment granting suffrage to women was very close, but it was carried.

President James J. Hill has ordered 115 engines on the Great Northern Railway to be made over into oil-burners. A Government report shows that oil is now used on 21,000 miles of railroad in this country.

There are, in the public schools of the United States, 495,000 teachers, and in the private schools there are 80,000 teachers.

The hen contributes about \$620,000,000 a year to the wealth of the United States, or nearly as much as the entire annual wheat crop.

A real estate broker, in a recent lawsuit, testified that experts are agreed that the west side of a city street is more valuable property than the east side.

Mr. W. A. Larned, champion tennis player of America, will go to New Zealand as captain of an American team that will compete for the Davis Cup.

Omaha, Neb., has adopted the commission plan of government. A small minority of the citizens brought about the change, as less than one-third of the voters took the trouble to go to the polls.

There is a flight of stairs in Paris over which fourteen million persons have passed without so much as scratching the surface. In the concrete of which the stairs are constructed a generous proportion of carborundum has been introduced. Since carborundum is almost as hard as diamond, the concrete has a wearing quality which neither granite nor marble could approach.

At the recent election, Socialist candidates for Mayor were elected at Schenectady, N. Y.; at Lima, Salem, Lorain, St. Mary's, Barberton, Cuyahoga Falls, Mount Vernon, Toronto, Fostoria, Mansfield, and Martin's Ferry, Ohio, at Newcastle, Pa., and at Manti, Wilka and Murray, Utah.

Artificial lakes are being constructed at Delta and Hinckley, N. Y., for the supply of water for the new barge canal in New York State. The lake at Delta

will be four miles long and two miles wide, and will be supplied by the Mohawk River.

The 1911 world's championship in baseball was won at Philadelphia on October 26, by the Athletics, of Philadelphia. The Athletics, who represented the American League, contested with the Giants of New York, who represented the National League.

A school lot of twenty-three acres has been provided by the board of education of Huntington Park, a suburb of Los Angeles. The population of the town is but 3,000 inhabitants, so the children of the community must have plenty of room for play.

Secretary Wilson, of the U. S. Department of Agriculture, has warned orange growers that they must not ship any more fruit that has been artificially ripened. Fruit that has been given a "process" will be confiscated by the Government, if shipped North.

During the past year Mrs. Edward H. Harriman has managed a street railway and lighting plant, a hotel, a gold mine, an iron mine, a dairy farm, a bank, a road-building company, a blast furnace, and several other enterprises in various parts of the country.

Queen Elizabeth of Belgium is taking steps to revive the making of Brussels lace by the girls and women of her country. Lace-making is being taught in the industrial schools, and the Queen has formed a company with a capital of \$27,000 for getting the lace to higher-priced markets, particularly the larger American cities.

The pulse-beats become slower as a person grows older. At birth the heart beats from 130 to 140 times a minute; at one year, 115; at two years, 100; at three years, 95; at seven years, 85; at fourteen years, 80; at twenty-one years, 75, and at sixty years only 70.

Five States elected Governors on Nov. 7. In Kentucky, Governor Wilson, Republican, is succeeded by Mr. McCreary, Democrat; in Maryland, Governor Crothers, Democrat, is succeeded by Mr. Goldsborough, Republican; in Massachusetts, Governor Foss was re-elected; in Mississippi, Governor Noel, Democrat, is succeeded by Mr. Brewer, Democrat; in Rhode Island, Governor Pothier was re-elected.

On Nov. 10th, Andrew Carnegie gave twenty-five million dollars par value of steel trust five per cent first mortgage gold bonds to "The Carnegie Corporation of New York." This means that this sum will be devoted to libraries and educational work.

It was announced on October 28th that the Pope had summoned a consistory for November 27th, when he would name sixteen new cardinals. These include three Americans, Archbishop Farley of New York, Archbishop O'Connell of Boston, and Archbishop Falconio, apostolic delegate at Washington.

Italy has sent troops to Tripoli in order to make its occupation of the territory effective. Turkey has boycotted all Italians in Turkish territory. On Oct. 12th it was reported that Italian laborers had been killed at Smyrna. Two days later Italy threatened to send

a fleet to bombard Smyrna unless the Turkish government should promise to prevent a repetition of such mistreatment of its subjects.

On Oct. 26th the Italian army in Tripoli began a merciless slaughter of Arabs on an oasis outside the city. The Arabs, to whom the Turks had given 10,000 rifles, of which only half had been retaken, had attacked the city on Oct. 23d, in an attempt to support a general movement by the Turks. It was to overawe the Arabs and prevent a repetition of this attack that the Italian army began what is described as a massacre.

On his recent tour thru the West, President Taft broke the ground, at San Francisco, for the Panama-Pacific International Exhibition, to be held there in 1915.

The largest fleet of United States warships ever assembled on the Atlantic coast was reviewed by President Taft in the Hudson River, at New York, on Nov. 2nd. The fleet included more than one hundred vessels, including twenty-six battleships.

Earthquakes in the southern part of Alaska are said to have laid bare veins of gold-bearing quartz of remarkable richness. The veins lie along the western inlets of Prince William Sound, in the vicinity of Port Wells.

The Chinese National Assembly, which sympathizes with the reform movement in China, demanded of the Emperor, on Oct. 25th, that he appoint a cabinet, remove the Manchu princes from office, make Yuan Shi Kai premier, pardon political prisoners and recall political exiles, establish full constitutional government, and restore to the provinces their control over railway-building. The Emperor promised to make all the changes demanded.

Calbraith P. Rodgers, the aviator, finished his trans-continental flight at Pasadena, California, on Nov. 5th. His trip was the first made across the continent in an aeroplane. He beat the previous world's record by 1,955 miles; the best cross-country record—Harry Atwood's flight of 1,265 miles from St. Louis to New York.

Rodgers' best day's flight, 230 miles, from Kansas City to Vinita, Oklahoma, also beat the previous record.

Fifty million Red Cross stamps have been issued for use during the holiday season. The stamps for this year are of a new design and shape. It should be remembered that the Red Cross stamps may be placed only on the backs of letters and packages. They are not allowed on the side bearing the address.

A Lake of Soda

There is in East Africa, says *Graphite*, a lake of soda. The lake is described as a few inches of water covering a bottom resembling pink marble, the whole forming an area of at least twenty square miles, covered with a deposit of solid soda.

After the wet season, which is very short, the whole of the surface becomes dry, with the exception of a margin about thirty yards wide.

The deposit is divided into several distinct horizontal layers, of which the top layer is about ten inches thick. It has been estimated that the quantity of soda represents about 200,000,000 tons.

Recent Deaths

William Clark Russell, the famous writer of sea stories, died in London, England, on Nov. 8th, at the age of sixty-seven years. He was born in New York City.

Mrs. Ida Lewis Wilson, for many years keeper of the Lime Rock Lighthouse, Newport, R. I., died at her lighthouse home on October 24th, at the age of sixty-nine years. Ida Lewis, as she was best known, had saved eighteen persons from drowning, and for half a century had been called the "Grace Darling of America."

Joseph Pulitzer, the proprietor of the New York *World* and the St. Louis *Post-Despatch*, died on Oct. 29, at the age of sixty-four years.

Mr. Pulitzer was born in Budapest, and came to America when he was seventeen years old. He fought with the Union armies in the Civil War. He bought the St. Louis *Despatch* in 1878. He served in the Missouri Legislature and was a delegate to the Democratic National Convention. He bought the *World* in 1883.

In 1903 Mr. Pulitzer gave \$1,000,000 to endow the Columbia University School of Journalism, and promised to add an equal amount when the school should be firmly established.

He became blind and broke down from overwork in 1887, and since that time has been an invalid.

Howard Pyle

Howard Pyle, whose sudden death at Florence, Italy, November 9th, it is our painful office to record, had been for more than thirty years intimately associated, both as author and artist, with the periodical publications of Harper & Brothers. He has passed away, says *Harper's Weekly*, at the very height of his career and in the prime of his manhood, while absorbed in the prosecution of a work which engaged his most ardent enthusiasm and the most distinctive qualities of his genius. He had been abroad since the summer of 1910. It was his first visit to Europe. And he was in Italy—the home of poetry and song, the treasure-house of all the arts! But his quest was not for the old masters. He sought for something older than any art-gallery or academic haunt could yield, something more native and elemental, lodged in the hearts and forever embodied in the idiomatic speech of the people.

Creative imagination of a peculiarly original sort characterized all of Pyle's work, both as artist and as writer. He was not literary in his writing any more than he was academic in his art. But there was always the subjective prompting, however, clear and bold the projection. He was spiritually allied to Swedenborg. No adventure attracted him unless it was an adventure of the soul—never subtle, always elemental, and according to a man's nature, and therefore often evil. This was as apparent in his early stories as in his current Italian folk-lore tales. Perhaps his subjective disposition, in this peculiarity of it, is disclosed best by contrast with artists who, like Remington, loved adventure for its own sake—tough fighting, military combats, pioneer roughing, bronco-busting, and the like—the wholly external thing. We could hardly think of Pyle as an expert war correspondent.

We have lost not only a great artist and a great imaginative writer, but a great soul.

Do you know the wonderful work the VICTOR is accomplishing in the schools of many of our most progressive cities?

The VICTOR is not only an invaluable aid in the teaching and exemplification of music, but a vital part in the varied work of the entire school days:

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Marches in perfect four-part rhythm for the gymnasium and calisthenic drills.

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Music for the playground, social and recreation centers.

Waltz and two-step rhythms for the kindergarten games.

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Song classics for teaching in the primary, intermediate, grammar grades and high school.

A wealth of instrumental and vocal gems, folk songs, opera and oratorio, for the general musical uplift of the whole school and community.

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We will gladly send you full information, graded lists, courses of study, etc., with encomiums from prominent educators, supervisors of music and critics.

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FROM THE LAND OF STORIES

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ATLANTA RICHMOND DALLAS

"The Blue Goose Chase," by Herbert K. Job, is based on the scientific and pictorial quest of the author, the main theme of its story being the re-discovery of the winter habitat of the blue geese. The natural history is genuine and accurate, and Mr. Job's experience as State Ornithologist of Connecticut, and member of the American Ornithologists' Union, allows him to speak with recognized authority. In reading this book the average boy will secure a vast amount of accurate knowledge which will interest him in bird life, and he will also enjoy the story, which is written in the spirited style which appeals to boys. The author suggests in his preface that the readers of the book will probably wish to try the camera as the result of their read-

ing. This result would certainly be natural, and any book which produces it is a good book for a boy. Price, \$1.25 net. (The Baker & Taylor Company, New York.)

Those who read Miss Jane Brewster Reid's earlier book, "The Owls of St. Ursula," recognized the author as having to an unusual degree the ability of telling stories for girls. Her new book, "Cary of St. Ursula's," is not a sequel to the earlier book, tho it includes many of the characters who made the first book so interesting. The book is well illustrated and will be eagerly read by many a boarding-school girl, and by many older readers who love to recall boarding-school days. Price, \$1.25 net. (The Baker & Taylor Company, New York.)

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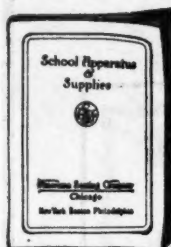
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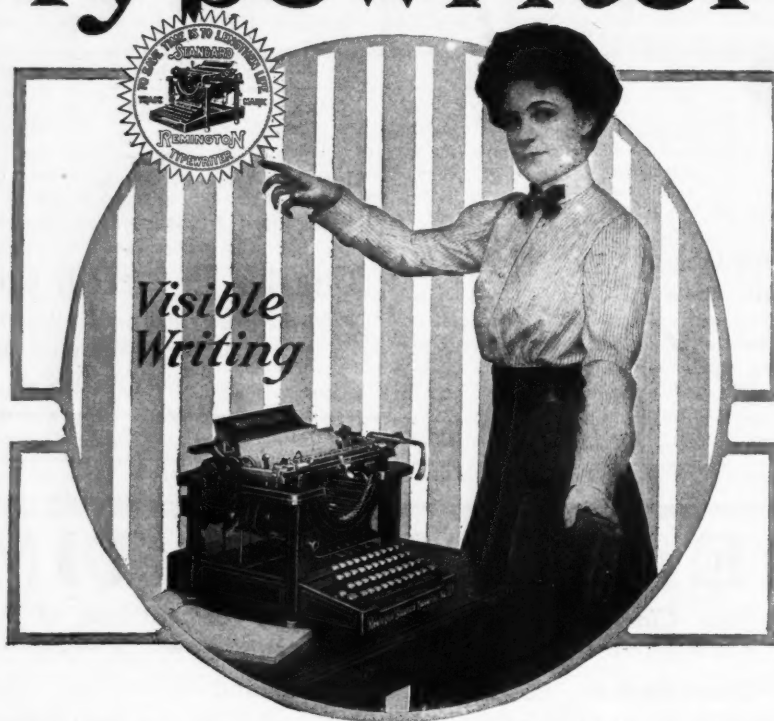
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Holiday Books

"Peter Pan" is frequently called the greatest of children's plays, and the affectionate regard in which the lovable and erratic Peter is held by the little ones, has prompted Mr. Barrie to write "Peter and Wendy." The imagery of the book, as well as the general style of the author, make criticism and description almost out of the question. The story is, of course, whimsical and fanciful, as is the general character of its hero, and it will no doubt add to the constantly growing fame of its author and prove a delight to all the children who read it, or who listen to it. The first edition is beautifully illustrated, and it will, of course, adorn hundreds of Christmas trees and make thousands of children happy. Price, \$1.50. (Charles Scribner's Sons, New York.)

"Myths and Legends of Flowers, Trees, Fruits and Plants," in all ages and all climes, is a volume of material gathered from many sources by Charles M. Skinner. It is intended to give the reader a knowledge of the flower legends which hitherto have been so difficult to locate in history and in literature, but which are of intense interest to the flower-lover. (J. B. Lippincott Co., Philadelphia.)

"The Practical Book of Oriental Rugs," by G. Griffin Lewis, is intended as a help to the person who knows very little about rugs, as well as for the connoisseur. The author shows what districts are still producing rugs; how to identify the various makes; how to detect doctored pieces; how to know what is best; how to buy, and how to care for rugs. (J. B. Lippincott Co., Philadelphia.)

That ideal person, from the publisher's point of view, the steady book-buyer, who follows the lists and announcements, and who is particularly interested in the Holiday list, has come to look for, and to expect, Mr. Andrew Lang's annual "Story Book." The offering this year is entitled "The All Sorts of Stories Book." The volume is a handsome one, and is illustrated with five colored plates and numerous other illustrations by H. J. Ford. With its gilt edges and gilt-stamped binding it makes a pretty gift book, and one which will appeal to any child old enough to have read a little history and to many adults who enjoy the light and easy style in which all the fairy books and story books brought out from year to year under Mr. Lang's supervision are written. The number of colored plates in the story book of this year is not quite as large as it has been in

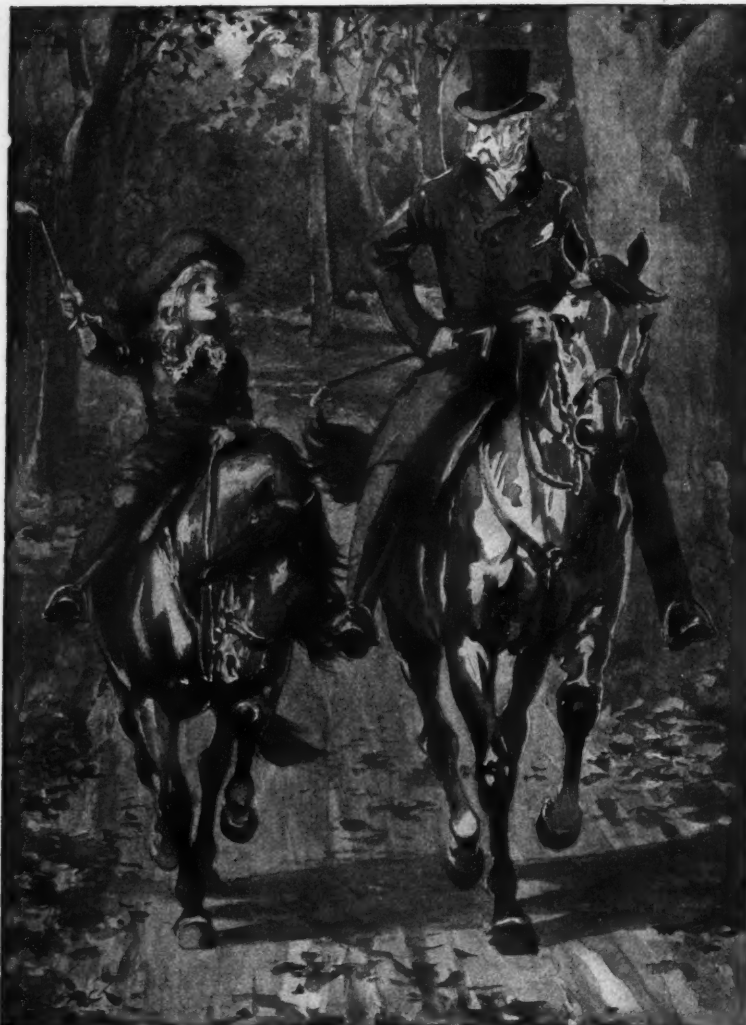
some of the earlier books, but nevertheless the volume is adequately illustrated, and the stories cover a somewhat broader field of interest than in some of the former books. Let us hope that Mr. Lang will continue his custom, and that many other books will be added to the series. The stories of this year were written by Mrs. Lang, who has told them with her usual skill and artistic touch. (Longmans, Green & Co., New York.)

"Little Lord Fauntleroy," by Mrs. Frances Hodgson Burnett. New edition with twelve full-page illustrations and numerous pen-and-ink sketches made by Reginald Birch, illustrator of the original edition.—Although it is about twenty-five years since Mrs. Burnett's "Little Lord Fauntleroy" made its appearance, the popularity of this book is still noteworthy. The



THE NEVER NEVER LAND

Full-page illustration from "Peter and Wendy," by J. M. Barrie



"The Earl often was silent, listening and watching the joyous glowing face"

From "Little Lord Fauntleroy." (Charles Scribner's Sons, New York)

new quarto edition is attractive in every way, and the author has written a new preface in which she expresses her satisfaction that the Fauntleroy, whom she loved many years ago, is to-day a source of happiness to so many others. While the "Secret Garden" and many others of Mrs. Burnett's later books will charm and interest many a child, as well as thousands of "grown-ups," the place in juvenile literature occupied by "Little Lord Fauntleroy" will always remain unique, and there can be no doubt that successive editions will have large sales, and that the children of those who read the first edition will enjoy the book as much as their parents did. Price, \$2.00 net. (Charles Scribner's Sons, New York.)

The book for this year in the famous "Minute Boys" Series is "The Minute Boys of Philadelphia." Mr. James Otis, the author, has long been known and loved by boys, and the author of historical stories, while the

"grown-ups" know that Mr. Otis can be trusted as historically accurate in his statements. "The Minute Boys of Philadelphia" tells of the conditions in and around Philadelphia during its occupation by General Howe and General Clinton with their British soldiers, and the encampment of Washington and his men at Valley Forge. The stirring adventures of the Minute Boys while acting as messengers between the patriots in the city and the army at Valley Forge are described in the most realistic manner. Price, \$1.25. (Dana Estes & Co., Boston.)

"Treasure Island," by Robert Louis Stevenson. Illustrated by N. C. Wyeth. This new edition just published by the Scribner's, thru its fine illustrations and unusually attractive form, reproduces in a wonderful way the spirit of Stevenson's narrative. Mr. Wyeth's pictures can scarcely be praised too highly. They are vigorous and full of action, and they make the book easily one of the best illustrated volumes of the season. The type is large and the book is attractive in every way. There are many editions of "Treasure Island" which are available at present, but we feel safe in predicting that this new edition, with its handsome binding and color illustrations, will attract a new circle of readers and will increase the popularity of Stevenson's well-known classic. It has always seemed a pity that so many of the low-priced re-

prints, intended for school use, were so distinctly unattractive in form and in general appearance. If every school library could offer a copy of this new edition, we believe that its influence would be marked in connection with the reading of the text as it is ordinarily carried on in the regular classes. Price, \$2.50 net. (Charles Scribner's Sons, New York.)

An autumn without its new volume of "Chatterbox" would be like a June without roses. The book for this year is larger, brighter, and better than ever. This delightful annual grows in popular favor, and is the best juvenile of its kind published. The stories and pictures are specially prepared for the book, the paper is better than ever before, and "Chatterbox" for 1911 will delight for years to come the fortunate boys and girls who find it among their Christmas gifts. It has the very great merit of containing many things, most of them short, interesting and at the same time educa-

tional. Price, in boards, \$1.25; cloth, full gilt, \$1.75. (Dana Estes & Co., Boston.)

"Sunday" reading for the young is a companion volume to the well-known "Chatterbox." It is a quarto volume of more than four hundred pages, of pictures, stories, Bible puzzles, questions to be answered by Bible verses, and various occupations suited to keep children interested and happy Sunday afternoon. The book will solve the mother's difficult problem of what to do with the children on the Sabbath day. It is a perfect treasure-house of good things, and the child who has this book will, in after years, look back to joyous Sundays. Price, in board, \$1.25; cloth, gilt top, \$1.75. (Dana Estes & Co., Boston.)

"Mother West Wind's Children," by Thornton W. Burgess, author of "Old Mother West Wind," etc., with illustrations by George Kerr, 16mo.—These stories by the author of "Old Mother West Wind" are intended for boys and girls from six to eleven years of age. In this new book the child reader meets many of his old friends and makes many new ones. The illustrations are calculated to add to the interest and imagination of the young reader, who never fails to be delighted with the stories which personify the children of "Mother Nature." The spirit of happiness and good humor pervades the book and recommends it strongly for bedtime reading. Price, \$1.00. (Little, Brown & Co., Boston.)

"Jackson and His Henley Friends" is the title of the second volume of the "Henley Schoolboy Series," by Frank E. Channon. Roger Jackson, the American boy at an English school, became one of the most popular schoolboys between book covers last year. In the new volume Jackson and his friends experience further adventures at Henley, they enjoy a vacation trip, and they take part in unraveling a mystery surrounding certain



From "Nibbles Poppetty-Poppett." By Edith B. Davidson. (Little, Brown & Co., Boston)

of their school fellows. The book is full of action and is sure to appeal to boys. While the second of a series, the story is quite complete in itself. Price, \$1.50. (Little, Brown & Co., Boston.)

"Tommy Tinker's Book," by Mary Frances Blaisdell, is a story "with little words that little children can read." Tommy Tinker and little Polly Flinders go chestnutting in the woods, they make pumpkin jack-o'-lanterns, they have a May party and a Christmas tree, they build a birdhouse for Mr. and Mrs. Sparrow,—and all the while the owner of this charming book is finding out about these wonderful adventures unbeknownst to himself he is learning to read. "Tommy Tinker's Book" will help little folks over the rocky road to Reading Land, whether the teacher at school, or the mother in the home, be the guide to lead him. The book contains exquisite full-page illustrations by Florence E. Nosworthy. The type is the size of that used in the ordinary primer. (Little, Brown & Co., Boston.)

The "What Katy Did" series of books, by Susan Coolidge, stand next to Miss Alcott's "Little Women" as the standard American story books for girls. They are healthy, hearty, entertaining stories of normal girls. Katy and Clover Carr were nearly as much a part of the life of the writer of this note as were her own sisters. Mothers of growing girls, and teachers who wish to select the best possible material for school and public



From "Mother West Wind's Children." By Thornton W. Burgess. (Little, Brown & Co., Boston)



From "Buddie: The Story of a Boy." By Anna Chapin Ray. (Little, Brown & Co.)

True, the author of the "Stuart Schuyler Series," adds a fourth volume to this series, setting forth the adventures of the youthful Thomas Ludlow, beginning at Bunker Hill and continuing until he was appointed to his first command by General Washington. The story deals particularly with the exploits of its hero as a captain of scouts under Colonel Harry Lee. Mr. True is an interesting and instructive writer for the young, and his latest book will be read with promptness by those familiar with his earlier stories. The present volume is a worthy addition to the series to which it belongs, both on account of its interest as a story and also because of the view which it gives of the history of the times. The American boy can hardly read too much along these lines. Such books develop ideas of courage and patriotism and they contribute in no unimportant way toward the building up of good citizenship. They are an excellent antidote for much of the "trash" which boys are sometimes likely to waste their time upon. Price, \$1.50. (Little, Brown & Co., Boston.)

"At Good Old Siwash," by George Fitch, has made a hit. Those who get their fiction in carefully measured installments from the weekly press are well posted on the happenings at Siwash. George Fitch's tales, reminiscent of days at Siwash College, have been collected in a volume of eleven chapters which makes entertaining reading for everybody who appreciates the rollicking humor of undergraduate days. The book will doubtless be as popular as the short stories were upon their original publication. In reference to the location of Siwash, a point which has been discussed most strenuously among undergraduates, Mr. Fitch writes as follows: "Siwash isn't Michigan in disguise. It isn't Kansas. It isn't Knox. It isn't Minnesota. It isn't Tuskegee, Texas, or Tufts. It is just Siwash College. I built it myself with a typewriter out of memories,

libraries, will be delighted to know that the publishers have brought out new editions of "What Katy Did," "What Katy Did Next" and "What Katy Did at School." The type is excellent, suitable for evening reading, and the illustrations are new, by William A. McCullough. Price, \$1.50 per volume. (Little, Brown & Co., Boston.)

"Scouting for Light Horse Harry," by John Preston True; 12mo, cloth.—John Preston

legends, and contributed tales from a score of colleges. I have tried to locate it myself a dozen times, but I can't." Those who are inclined to take their college days a little too seriously will do well to read the Siwash stories. It is also an invaluable manual for every resident of a college town who does not happen to be in any way connected with the institution of learning which adorns his place of residence. Mr. Fitch has nearly succeeded in establishing a "Siwash School" of undergraduate fiction, and the publication of a number of his stories in book form will permit the destruction of large numbers of weeklies which have hitherto been carefully preserved in dormitories and fraternity houses. "At Good Old Siwash" will certainly be one of the popular books of humorous fiction of the season. The book is fully illustrated with characteristic drawings by F. R. Gruger, May Wilson Preston, Martin Justice and G. C. Widney. Price, \$1.25. (Little, Brown & Co., Boston.)

Every well-read boy and girl, as well as the boys and girls of twenty years ago, knows Sophie Swett's stories. "The Six Little Pennypackers" is told in her best vein. It is a story of the life and adventures of six children in their lighthouse home, their trip on the schooner *Alphonso*, their shipwreck, their trip to London and the return home. The tale will appeal to all children, the older as well as the younger. Price, 75 cents. (Dana Estes & Co., Boston.)

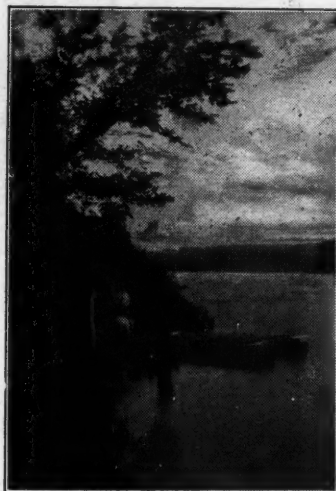
"On Life's Highway" is a book for graduates who have received their equipment and are to begin their journey. It is compiled by E. A. Bryant and repre-



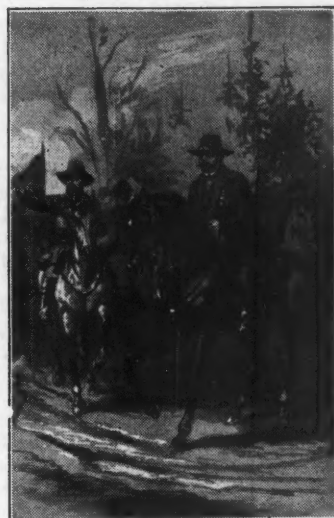
"Why, they even made us cut chapel to go walking with them." From "At Good Old Siwash," by George Fitch.



From "Happy Children." (Thomas Y. Crowell Co., New York)



From "A Week on the Concord and Merrimack Rivers." (Thomas Y. Crowell Co., New York)



From "A Life of Grant for Boys and Girls." (Thomas Y. Crowell Co., New York)

sents one of the most delightful collections of verse that we have seen recently. Mr. Bryant states in his preface that the verses included in this compilation have been chosen more especially for readers who are taking leave of school or college. To the thoughtful observer, however, it would appear that the claims made for the compilation are altogether too modest. The eight parts into which the collection is divided are made up with rare good taste, and the selections have evidently been chosen with the care and discernment which can only come from a thoro acquaintance with the whole field of ancient and modern poetry. The including of a number of extracts from the school and college publications of recent years makes an interesting feature, and one which naturally is of interest to the readers for whom the book is intended. It is our opinion, however, that the book will find a more generous reception in many directions than the author and publishers have anticipated. Price, \$1.00. (Thomas Y. Crowell Company, New York.)

The fourth volume of the new Crowell Edition of Henry D. Thoreau is "A Week on the Concord and Merrimack Rivers." It is certainly an important addition to the series and one which adds to the general attractiveness of the set in no small way. The pictures for this edition were made by Mr. Johnson at the end of August in order that they might correspond with the time of year that Thoreau made his trip. In his foreword Mr. Johnson also calls attention to the fact that while the aspect of the rivers has changed in some ways since 1839, yet the country as viewed from the stream, whether you are on the Concord or the Merrimack, presents much the same appearance as it did to Thoreau. The photographs are very interesting and the edition is so well gotten up in all its details that no lover of Thoreau will hesitate long before adding it to his library. Price, \$2.00 net. (Thomas Y. Crowell Co., New York.)

In "Happy Children. A Book of Bed-time Stories," by Ella Farman Pratt, the stock of holiday books is enriched by an unusually attractive collection of stories. The illustrations from drawings by Laetitia Herr are charming and artistic. No Christmas of modern times is without its Christmas gift-books and general story books intended particularly for gift purposes. Some of these books are ephemeral and belong only to the season which produces them, while others have a more permanent value and survive from year to year. We believe that Miss Pratt's book will belong to the latter class. Price, \$1.00. (Thomas Y. Crowell Co., New York City.)

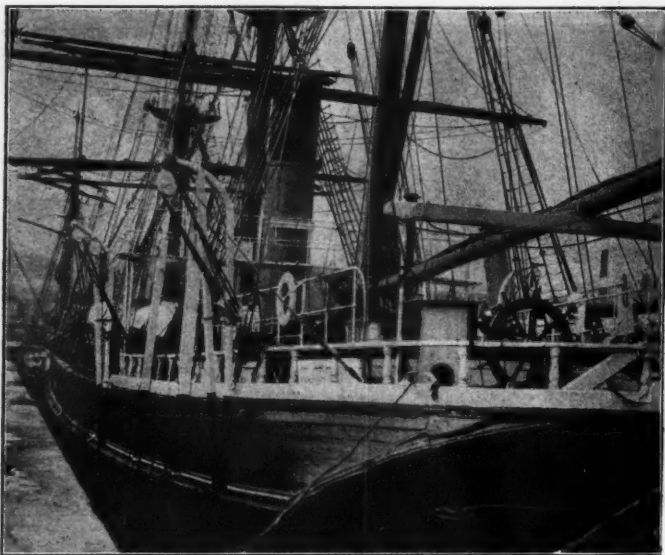
"A Life of Grant, for Boys and Girls," by Warren Lee Goss. Mr. Goss' war stories have made a well recognized place for themselves, and it is fortunate for the American boy that a writer of his ability has produced war stories of real character and of historical accuracy to take the place of the mass of careless and sometimes foolish stories which were written in such large numbers years ago. While of course Mr. Goss writes for the boys and girls, and in fact dedicates this volume to them, we feel sure that many older readers will take pleasure in the book, and that it will fill a permanent place in the bibliography of the period which it covers. Price, \$1.50. (Thomas Y. Crowell Co., New York City.)

"Boy Scouts in the Maine Woods," by James Otis, is an unusually interesting story for boys, and one which will probably continue in popularity as the Boy Scout movement grows. Mr. Otis has had plenty of experience as a writer for boys, and this story seems to be fully up to the excellent standards which he has set in his previous books. Charles Copeland contributes a number of appropriate illustrations, which add much to the attractiveness of the edition. Price, \$1.25. (Thomas Y. Crowell Co., New York City.)

"The Crooked Trail," by Lewis B. Miller, is a thrilling narrative of the vigorous, stirring life in that period of the history of Texas which immediately followed that of the pioneers. The Rangers, aided by hunger after the buffalo had been destroyed, had driven the Indians to reservations. The few hardy settlers struggled with outlaws and cattle thieves. It was a period of excitement and adventure, which Mr. Miller portrays with no lack of vividness. The book, which is illustrated by J. W. F. Kennedy, will appeal deeply to growing boys. Price, \$1.50. (Dana Estes & Co., Boston.)

No happier plan for interesting and amusing children has been worked out this season than Margaret Johnson's "Pinky Winky Stories." It is called a "rebus book for little folks." Short stories are told by means of words and rebus illustrations. The mother can read the words and the child the pictures, or if the child is able to read the large type he can read it all. The small pictures are numerous. The larger pictures, one for each story, can be copied for paper-cutting. All the pictures are well drawn, and they form a delightful commentary on the text. The "Pinky Winky Stories" are fitted to help much in aiding a child to learn how to read. Price, 75 cents. (Dana Estes & Co., Boston.)

"Captain Cartwright and His Labrador Journal" details the experience, during nearly sixteen years, of this pioneer settler and trader on the interesting Labrador coast. The account reveals Captain Cartwright's tact and justice in dealing with the natives; his painstaking studies of fur-bearing animals, water-birds, and botanical species of the then unknown country; and the author's experience with labor difficulties, and his adventures with American privateers during the Revolution. The journals have been ably edited by Dr. C. W. Townsend, whose own books on Labrador reveal his



Voyage to the Arctic

knowledge of the country. Dr. W. T. Grenfell has written an introduction. The book is of especial interest to all students of American history. With illustrations and map. Large duodecimo, cloth. Price, \$2.00. (Dana Estes & Co., Boston.)

A new and modernized edition of Florence Howe Hall's "Social Customs," printed from new plates, is one of the important books of the present season. Mrs. Hall, as the daughter of Julia Ward Howe, is to the manner born if such a thing is possible in this country. Brought up in a fine social environment, her statements as to what is the correct thing in the social world stand as authoritative, and her book on "Social Customs" has been standard since its first publication. The new edition, brought up to date, is deserving of wide popularity. The book treats of the origin and evolution of manners; it contains chapters on the duties of hosts and hostesses, on correct behavior both in private and in public, on weddings, teas, etc. In fact, it would be hard to find any social question that this comprehensive book fails to answer. (Dana Estes & Co.)

"Great Bear Island," by Arthur E. McFarlane, author of "Redney McGaw," etc., illustrated by Thomas Fogarty; 12mo, cloth.—As a holiday book for boys, "Great Bear Island" will undoubtedly be popular. This story appeared serially in the *Youth's Companion*, and is already well known to many young readers. The story deals with the adventures of a quartet of boys who spend a summer in the northern woods. The book is full of action and will sustain the interest of the youthful reader from beginning to end. (Little, Brown & Co.)



The Six Little Pennypackers

The new edition of Charles Kingsley's "Westward Ho!" with seventeen illustrations by Harold Copping, belongs to the Luxembourg Library Series. The illustrations are excellent and are not too numerous, as is sometimes the case in the more elaborate editions of masterpieces. "Westward Ho!" is published in so many different forms that each new edition naturally comes into comparison, not only with the more recent editions, but with practically all those which have been previously brought out. The Luxembourg Edition does not suffer by this comparison. Price, \$1.50. (Thomas Y. Crowell Co., New York City.)

"The Adventures of Pony Dexter," by Harriet A. Cheever. This charming story of a pony, as told by himself, should not only interest children, but should also instill the idea of greater thoughtfulness for dumb animals. Since the days of "Black Beauty" there has been a distinct place in juvenile literature for stories of this kind, and Mrs. Cheever is well known for her ability to write these stories in an attractive way and to give them the touch of reality, which means so much to the young reader. The volume at hand is illustrated by Diantha H. Marlowe, and is published in attractive form. The story is not long and can therefore be read by children or read to them. Price, 50 cents. (Dana Estes & Co., Boston.)

"Billy: His Summer Awakening," is the first volume of the "Billy Series," by Charles Keen Taylor. Billy is the son of a man of wealth, and is a spoiled child. Naturally, he is shunned by the best boys of his acquaintance, and is nagged and bullied by the others. His father determines to have the boy rough it on sea and land during his summer vacation. The associations with which the lad comes in contact teach him respect for authority, and inculcate a sense of honor, and a courage which he had lacked hitherto. The boys in the story are wholesome and natural, and the book is interesting from beginning to end. Price, \$1.50. (Little, Brown & Co., Boston.)

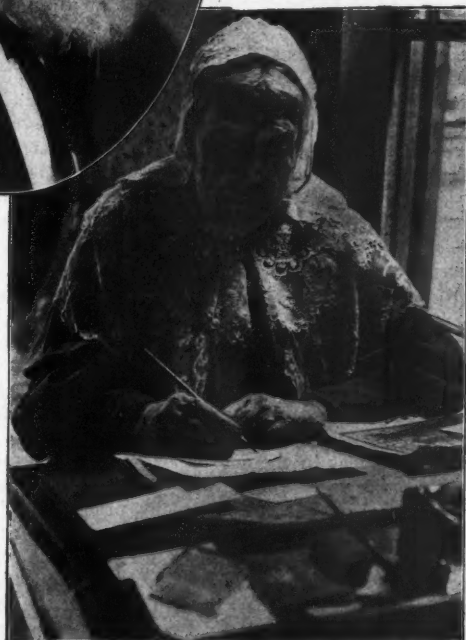
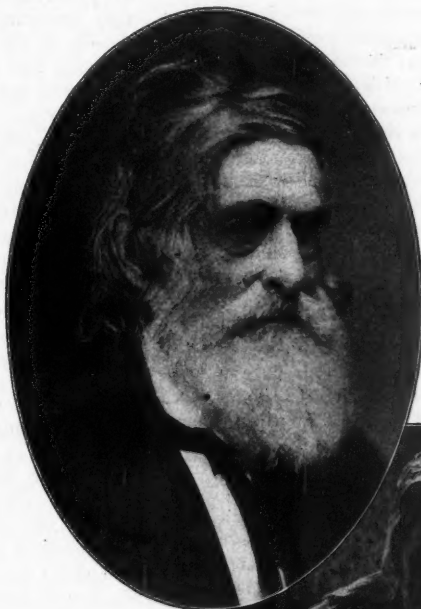
New books in the "Little People Everywhere" series are "Gerda in Sweden" and "Marta in Holland." The books previously published in this series by Etta Blaisdell McDonald and Julia Dalrymple are so well known as aids to the study of geography that these later additions call for no special recommendation. Suffice it to say that the book on Sweden tells the story of a school boy and girl in Stockholm and their summer trips to the country and to Lapland. "Marta" is a "truly" Dutch girl, from the dainty cap on her flaxen head to the wooden shoes on her white-stockinged feet. She lives in one of the quaint towns on the Zuyder Zee. Every girl reader will love her,—not to speak of the boys. Price, 60 cents a volume. (Little, Brown & Co., Boston.)

A very interesting little story, giving the experiences of two American children who are spending a year in Sweden. The book contains much information as to the customs which make the Swedish Yuletide festivities so interesting, and it will certainly appeal to both children and adults. Bertha D. Hoxie, the illustrator, has contributed much to the attractiveness of the volume, which is handsomely bound and which should make an ideal Christmas gift. Price, 50 cents. (Dana Estes & Co., Boston.)

"Two Noble Lives" is the story of the life of Dr. Samuel Gridley Howe and Julia Ward Howe, his wife, by their daughter, Laura E. Richards. No one is better fitted to tell of the life work of the Howes—two wonderful people they were, too,—than Mrs. Richards. The story is delightfully told, and the book, covering only seventy-five pages, will be greatly enjoyed as a Christmas gift, especially by persons old enough to remember the days of the Civil War. Many another be-

sides the great-grandchildren of Julia Ward Howe, to whom the book is dedicated, will catch something of the inspiration of the lives thus commemorated. Dana Estes & Co., Boston.)

"Betty Wales Decides," by Margaret Warde. Like the previous books of this series, the present volume is a pleasing blending of fun and work, entertaining to all familiar with classroom and campus life. (The Penn Publishing Company, Philadelphia.)



"Christmas in Sweden," by Sarah Gertrude Pomeroy.

Garver's "Essentials of Spanish Grammar" gives exactly what its name implies, the grammatical features essential for the reading of ordinary Spanish, combined with exercises supplying practice in translation and pronunciation. Special vocabularies accompany the first ten lessons, after which the student is referred to the complete vocabulary following the text. Dr. Samuel Gardner, the author, was formerly Professor of Modern Languages, United States Naval Academy. Cloth, 12mo, 232 pages. Price, \$1.00. (American Book Co.)

"Beginnings in Agriculture," by Albert Russell Mann. New textbooks on Agriculture appear so frequently and in such generous quantities that we are sometimes tempted to wonder whether the publishing houses are measuring accurately the demand for agricultural books, or whether they are overestimating this demand,—particularly for text-books of a certain general type. Mr. Mann has made a text-book which is intended for use in the seventh and eighth grades of elementary schools. He has aimed to cover the work in the "Nature Study" spirit, and to bring the pupil into as close touch as possible with actual farms, soils, crops, etc. He has worked out his plan with scrupulous care and has preserved an excellent balance thruout. As most of the text-books on agriculture are published for high school use, this book deserves special attention on account of its avowed purpose to bring the work in agriculture into the grades. Both author and publishers are to be congratulated upon the accomplishment of a thoroughly creditable piece of work, and upon the publication of a really excellent and accurate text-book. We believe that this book will have a marked influence on the work in agriculture done in the schools of New York State, and thruout the middle Atlantic States. It seems hardly possible to produce a text-book on agriculture which will be satisfactory for these states, and at the same time practical for the southern and western states. Publishers who are ambitious to secure large portions of the market for agricultural books must reckon with the fact, that no such uniformity, as is possible in most of the subjects which make up the grade courses, can be preserved when a subject like agriculture is taken up. We believe that Mann's "Agriculture" would have been somewhat better suited to grade work if the publishers had brought out the book in different form, and had printed it upon paper which would have made it less burdensome for the seventh or eighth grade pupil to carry. However, this criticism should not be made in connection with this book only, since it applies equally well to a large proportion of the books published for the grades at the present time; and we make note of the matter here only because agriculture is a comparatively new study in the course of the average eastern school. Mr. Mann has made a valuable contribution to the available text-book equipment in the subject of agriculture, and his book should be of far-reaching force in forming the new courses, and in making really practical and satisfactory the work in agriculture in many schools where it has not been feasible to introduce such courses because of the lack of a suitable book. The question of grading must always be raised in connection with any book which is intended for two grades. The school work in agriculture is as yet too new to have developed

many recognized standards of grading. It is certainly fair to ask whether some of the subjects, which will presumably be handled in the eighth grade, might not be taken up to greater advantage in the seventh and whether the seventh grade work does not contain some topics which belong more properly to the eighth grade. However, as the courses in agriculture become more general, all these details will be worked out, and more definite standards will be established. In undertaking work which is to quite an extent pioneer effort along this line, the author has used excellent judgment and has rendered useful service in organizing a difficult subject in such a way as to make seventh and eighth grade courses really feasible in the average school. Price, 75 cents net. (The Macmillan Co., New York.)

A course in grammar, which has been prepared to meet the needs of beginners, is published under the title of "Elements of English Grammar." The author, A. E. Sharp, has evidently expended unusual care in the preparation of this book, and the lessons are graded very systematically, and have obviously been tested thoroly in the schoolroom. The book attempts no new methods, and the author does not venture outside the customary and well-established lines of work in English grammar as it has been carried on in many schools for years, the principal aim of the book being evidently to grade the work more carefully, to present a better collection of illustrations, and to keep the work fresh and interesting rather than to experiment with any of the more radical plans and innovations which are now attracting the thoughtful attention of many teachers of English. The "Elements of English Grammar" presents an excellent and practical course. The student who masters this course under the direction of a competent teacher, who can broaden the scope of the work wherever this may seem advisable, will be well prepared to undertake more advanced work. Price, \$1.00. (William R. Jenkins Company, New York.)

"German Epics Retold," edited by M. Bine Holly, represents selections prepared with special reference to the needs of first- and second-year students. The "Epics" are retold in modern German prose of easy grade, and the spirit of the original poems has been preserved. Historical introductions are given, and full footnotes aid the student in mastering special difficulties as they are encountered. The exercises for conversational work, based on each "Epic," constitute an important feature of the book. These exercises will certainly prove of the greatest assistance in many classes, and will be popular with many teachers and students of German. An excellent vocabulary accompanies the text. This book, "German Epics Retold," is an excellent example of the newer style of German text arranged for school use. Price, 65 cents. (American Book Company.)

Crackle and blaze,
Crackle and blaze,

There's snow on the house-tops,
There's ice on the ways;
But the keener the season
The stronger's the reason
Our ceiling should flicker and glow and blaze.

School Readers Five New Series

Baldwin and Bender's—Five Readers (American Book Company).

The Riverside Readers—Primer and Three Readers (Houghton, Mifflin Company).

Sea-Brownie Readers—Parts I and II (D. C. Heath Company).

The Horace Mann Readers—Primer and Four Readers (Longmans, Green & Co.).

American School Readers—Second and Third (The Macmillan Company).

All these readers are intended as basal series. The standing of the publishers; their experience in sensing the changing needs of the schools; the care they exercise in the choice of authors; the heavy financial burden they assumed in bringing out these books in most attractive form, should assure to the series the careful examination of teachers and school officers who are looking about for the best that has yet been produced in this particular field. All these series represent more or less strikingly the dominant tendencies in the making of modern school readers. An effort is made to lead the young by carefully graded steps to an appreciation of the great masterworks of literature. The shaping of right conceptions of life and the attending moral obligations in our present civilization, is an opportunity taken advantage of with greater or less skill. The interests of present-day children are appealed to in various ways. Humor receives in some of the series, most notably in the excellent "Baldwin-Bender" books, something like its rightful consideration. Good cheer and a bright outlook upon the world are potent factors in approaching the task of winning the young for the best that life can give. Here the illustrations, too, perform an important service. Besides the charming pictures, which reach perhaps as high a mark as has ever been set in school readers, especially in "The Riverside Readers," help to form the children's esthetic ideas, while affording them keen, pleasurable enjoyment. The publishers of the various series enumerated above have earned the gratitude of all the friends of the schools. Who cannot be suited by a choice among them, must be firmly encased, indeed, in fixed notions of the past. To be sure, the choice itself may not be very easy. But the great advance the readers represent over anything in the past must be evident to everyone.

The "Baldwin-Bender" books, more particularly on their literary side, appeal strongly and directly to the interest of the young. Grown-ups, too, will enjoy them if they have kept their heart young. If a hardened reviewer, with five sets of readers to go thru, finds himself inveigled by the charm of the selections to read right on from the title page of the first book to the close of the fifth, there must be persuasive power of an unusual kind in the matter presented. The quiet humor, the modern touch, the skillful unobtrusiveness of great moral lessons introduced at the right moment, the reverent appreciativeness with which literary gems are handled, the appropriateness of the illustrations, the scope afforded to the juvenile play spirit—these are some of the things that stand out prominently.

"The Riverside Readers" represent, perhaps, the most ambitious attempt made in the production of school readers. Supt. James H. Van Sickle, formerly of Baltimore and now of Springfield, Mass., and Wilhelmina Seigmiller, director of art education in the schools of Indianapolis, are the authors, assisted by Frances Jenkins, supervisor of the elementary schools of Decatur, Ill. The artistic illustrations by Ruth Mary Hallock, Maginel Wright Enright and Clara E. Atwood supply a picture gallery that ought to prove an ever fresh source of delight to the young. The text is equally attractive and well graded and takes the children right into the ever green pastures of the world's literature. Dramatizations and play activities are given a prominent place. The books no doubt will win a host of enthusiastic friends in the schools.

"The Sea-Brownie Readers" follow a distinct plan, and are more particularly adapted to the requirements of the New York City course of study. The authors are John W. Davis, one of the best-known of the district superintendents of New York City, and Fanny Julien, a skillful first-year teacher in the same school system. There are "true stories and Queep stories." Literature, history, nature study are taught by the way.

The plan of the books is interesting. All the sentences are short. So are the paragraphs. In the first two books the width of the printed lines is less than is usual. Here, as in other features, the requirements of the New York City schools seem to have been closely followed. The children's love of the folks of fairyland receives the fullest consideration. "Brownie Ben" takes a ride in the airship, too, a sure-enough modern double-decker aeroplane. The illustrations are delightful.

"The Horace Mann Readers" follow more the old-fashioned lines. "A definitely organized system of phonic exercises" is provided, extending thruout the first four books. There is an abundance of animal stories, fables and wonder stories. History and adventure are intermingled with quaint and witty sayings and rules of ethics. Pedagogic authorities are quoted in the various prefaces, to account for the plan of each book. Most of the illustrations are very good. There are many bright-colored pictures. Two of the hunting pictures ("The Fox and the Ducks," in the Second Reader, and "The Dog and the Ducks" in the Third Reader,) had better be omitted from later editions, for the sake of sensitive little children. There are many fine selections from master-writers.

Kate F. Oswell and Dr. C. B. Gilbert are the authors of "The American School Readers." Folk-lore and fairy stories, history stories and anecdotes are introduced in their proper places. The distinctive feature of the books is the stress they lay on literature. They are essentially literary readers. Everything is carefully graded—by classification rather than by adaptation. This is a commendable feature, and reveals the proper reverence which teachers should have for the great master-works of the world. "The authors believe that the whole time given to reading books in school should be spent upon worthy literature, in cultivating taste for good reading. They follow this creed consistently thruout the series." The text is appropriately and artistically illustrated.

The Aldine Readers

The success of the Aldine Readers has been unusual, and the satisfaction with which these books are used in the large numbers of cities and towns where they have been adopted, is an excellent indication, not only of the practical end of the Aldine system, but also genuine quality of these books, aside from the special system which they incorporate. It is well known among publishers of text-books that, while a certain sale can be secured for any reader, or set of readers, of reasonable quality, the securing of a large and general sale for readers is a slow and difficult process, unless the books offered are distinctive and unless they stand the test of classroom use in such a way as to distinguish them from the general average of readers offered to the market from year to year. No doubt one element which has contributed largely to the success of the Aldine readers, is the fact that these readers are not actually dependent upon any method but are of themselves books which appeal to boys and girls, and which make them good readers with a taste for good reading. It is not necessary to think "method" when the word "Aldine" is mentioned. The Aldine method of reading is completed in the third year, with the third reader. This plan leaves the fourth, fifth, sixth and seventh grade readers entirely outside of any special method, but allows the use of the books, intended for these years, in connection with any other special method which may have been in use in the earlier years, or as a continuation of the Aldine method. These four readers are of the best possible quality and challenge comparison with any basal readers at present published. The fact that they are not necessarily connected with any system has given an opportunity for their use on an eclectic basis, which the schools have not been slow to appreciate. The various books of the Aldine series have been reviewed in these columns from time to time as they made their appearance, and it gives us much pleasure to chronicle the success of the series, and to note that many of the prophecies made upon publication have been fulfilled.

Miss Catherine T. Bryce, co-author of the Aldine readers, has also prepared three supplementary readers which are worthy of special mention. "Short Stories for Little Folks" is the title of the reader intended for first year work. While this supplemental reader was prepared especially for use with the Aldine First Reader, it is nevertheless adapted to any good series of reading books. The illustrations, which are ninety-two in number, are unusually good, and the entire book conforms to the high standards set by the publishers in the bringing out of their school readers. Miss Bryce's second supplementary reader, "That's Why Stories," intended for the second and third years, contains answers to some of the inevitable "Whys?" which every child is so accustomed to propound. This is a most attractive little book and contains many stories which are excellent for dramatization. Miss Bryce's third supplementary reader consists of fables, but the *Æsop* fables are not used, as many good editions of these are available for school use. The fables used have been collected by the author from Eastern lore, and we have no doubt that they will be enjoyed by American children as much as they have been by the children of India, China and Japan.

The Aldine readers, together with the equipment which has been prepared to accompany them, certainly constitute a complete and practical method for the teaching of children to read, and the success of these books justifies fully the expenditure of money, time and energy which the publishers have made in placing these books upon the market. (Newson & Co., New York, Publishers.)

The "Historical Reader for Schools," compiled and edited by Horace L. Brittain and James G. Harris, represents a careful compilation of selections from the leading American orators, useful for supplementary reading in history, in the upper grammar grades and in high schools. Many of the extracts are admirably suited for declamation. The selections are presented in chronological order, and introduced by biographical notes. Footnotes explain historical and literary allusions. Seventy-one different speakers and writers are represented in this volume, which offers, within the comprehension and interest of school children, the best utterances of the leading American orators from Washington to Roosevelt. Cloth, 12mo, 266 pages. Price, 75 cents. (American Book Co.)

How to read the worth-while books so as to get most out of them is what students of high school age are taught in "An Introduction to the English Classics," by Professor William P. Trent, Charles L. Hanson, and Professor William T. Brewster. There are analyses and questions which have been thoroughly tested in the various classes of the authors. The book is decidedly practical. The English classics suggested by the "College Entrance Examination Board" are fully considered. To these is added a list of books for supplementary reading. While pupils fitting for college are most directly benefited, the use of this book will prove most helpful to classes and individuals striving to acquire the habit of a thoughtful reading of the masterworks of the English language. Cloth, 12mo, 298 pages. Price \$1.00. (Ginn & Company.)

Mr. Edgar W. Ames has prepared two books which are published under the title of "Readings in American History." The object of these books is to place in the hands of students an inexpensive and convenient collection of reprints of important historical papers. In his preface to Book One Mr. Ames quotes from the History Syllabus of the New York State Department of Education as follows: "The pupil who leaves the high school untrained in the use of maps, of reference books, of library, and of notebook, and without some taste, however small, for historic literature, has substantially failed in history, no matter how well he may be prepared for examinations." It is clearly the object of these two little books to help the student to acquire this taste, and to place before him a representative series of reprints which can be purchased at a low price, and which are at the same time convenient and attractive in form. Book One contains "John Smith's True Relation," "The Discovery of the Hudson," "Bradford's Plimoth Plantation," Hutchinson's "The Destruction of the Tea." Book Two contains "The Monroe Doctrine," "Lincoln's Inaugural Address," Seward's address at Sitka, Alaska, the "Autobiography" of Peter Cooper. (Charles E. Merrill Company.)

It is remarkable how difficult most people find it to write a graceful letter—or even a book review. It would seem as if pupils of seventh and eighth grades who are so fortunate as to study "Practical English," by J. W. Sewall, will be fitted to express themselves in simple, readable English. The book is sensible and practical from cover to cover. The author avoids obscurity by giving plenty of simple explanation, and yet there is sufficient work required to call continually for original and constructive effort. (J. B. Lippincott Company, Philadelphia.)

"The Theory and Practice of Technical Writing," by Samuel Chandler Earle.—In his preface the author calls attention to the fact that every engineer who has given thought to the writing which he has to do as a part of his professional work realizes that it is not an easy task to get his ideas on paper in satisfactory form. Probably this realization is equally keen on the part of many of those who read the literary productions of engineers, particularly if the reader happens to be without any technical training. While many engineers have acquired the ability to write effectively, it would seem as if the profession in general had not developed this ability to the extent which is clearly desirable, or to the same extent as some other professions. Professor Earle's book is, therefore, not only timely, but in a sense significant, as it indicates that technical institutions are giving more attention to technical writing, and it may be assumed that the engineer of the future will be more carefully trained in the special forms of expression which are the requirements of his profession. The author has planned his book on broad lines, and has worked out the details in an interesting and attractive manner.

Professor Earle has kept definitely in mind the preparation and requirements of the students for whom he has written, and he has apparently met these requirements in a most complete and adequate way. Thoughtful educators have realized for some time that the study of English in professional schools, of all sorts, would eventually develop along specialized lines. This development, however, has been slow, and the influence of the regular literary courses, as given in the best universities, has been felt to a marked degree. As the tendency toward a more specific training grows, it is evident that the general study of literature, which is still carried on to quite an extent in technical institutions, will be modified. Professor Earle's book is to be commended from every point of view, and the quality of his work seems to deserve special approval. We shall probably see, during the next few years, a number of books on the Theory and Practice of Writing as applied to various other professions. The one danger which is involved in this tendency is the entire neglect of any general literary study. This danger is at present too remote to require special attention. Perhaps the high school and preparatory courses can be relied upon to take care of this feature of the situation. If not, it will certainly be some years before the influence of the regulation university work will cease to be sufficiently potent in its bearing on professional courses to insure a certain amount of general training in connection with the more specialized work in English which is undoubtedly a most desirable adjunct to every professional course. (The Macmillan Company.)

"The Odyssey," translated into English verse by Alexander Pope, with introduction and notes by Edgar S. Shumway, Ph.D., and Waldo Shumway, B.A.—This little volume is one of the latest additions to the "Pocket Classics Series." The equipment which the editors have provided for the text is discriminating and entirely adequate for the purposes of school study. The introduction, dealing with the Greek epics and their influence, is especially to be commended. An excellent bibliography is also given. The authors have withstood the temptation, which is strong in connection with everything Homeric, to make the notes too voluminous to be useful. Price, 25 cents net.

Dickens' "David Copperfield," edited by Edwin Fairley, is another valuable addition to the "Pocket Classics Series." The size of the page makes it impossible to bring out as lengthy a book as "David Copperfield" in one volume, but the two-volume edition is very attractive. 50 cents net. (The Macmillan Company, New York.)

"Life Stories for Young People" is the title of a series of books translated from the German by George P. Upton, the well-known musical writer and critic. Thirty-six volumes of this series are now ready. The series as a whole is one of the most useful and desirable sets of books offered to youthful readers, and suffers nothing by comparison with attempts which have been made in previous years to establish a set, or series, of books, uniform in size and price, and well adapted to the tastes and abilities of juvenile readers. In former years such sets of books were very largely biographical, and the "Life Stories" series follows the traditional lines in this respect, but the biographies given cover a somewhat wider field than usual, as biographies of explorers and musicians are included. Eight numbers recently added to the "Life Stories" series form an important addition to the series. The titles are as follows: Christopher Columbus, Hernando Cortes and Francisco Pizarro, from the German of Joachim Heinrich Campe; William Penn, from the German of Hugo Oertel, Maximilian in Mexico, from the German of J. Kemper; Eric the Red and Lief the Lucky, from the German of P. Oswald Moosmüller; Benjamin Franklin, from the German of J. Brüscheweiler, and George Washington, from the German of Ferdinand Schmidt. The varying style of the German writers whom Mr. Upton translates naturally makes some of these biographies more attractive than others. The translator has, however, succeeded in bringing about a certain uniformity of style which is quite sufficient to satisfy the requirements in a series of this sort. It may seem strange to offer to American children biographies of such well-known American characters as William Penn, George Washington and Benjamin Franklin, written by German authors, but it must be admitted that all the authors selected by Mr. Upton for purposes of translation have a certain charm of style which makes them unusually well adapted for young readers, and that they excel in accuracy and conciseness and in general interest. The very fact that these biographies are written from the German point of view should commend them in many ways to young Americans. As the publishers extend the "Life Stories" series it should grow in popularity, and the books already available should win for this series a place on the shelves of every school library, 50 cents each. (A. C. McClurg & Co., Chicago.)

"Practical Botany," by Joseph Y. Bergen and Otis W. Caldwell, presents the study of botany in a new way, since it sets forth the study of plants as related to everyday life. The book is well planned for students intending to present botany for college entrance. At the same time the material can be easily adapted for a half-year course. In whatever course the student studies the book he will find clearly presented those aspects of plant life which are of greatest educational value. Price, \$1.30. (Ginn & Co., Boston.)

Noble lives are surer inspirations to noble living than preaching and admonition. Young people especially thrive on interesting embodiments of lofty ideals. The romantic tales brought together in "The Seven Champions of Christendom; a Legendary Romance of Chivalry," by Agnes R. Matthews, breathe the spirit of chivalry. Here wonderful knightly deeds are presented in a manner to inspire young readers with notions of honor and moral obligation. Children from eight to ten years of age will be interested in the book for the sake of the stories, which combine fairy lore and spirited adventure. Older children may profit by the vivid and accurate portrayal of the form and spirit of the institution of chivalry, and will doubtless find it a helpful preface to the reading of Scott as well as an alluring introduction to the study of the history of chivalry and the Crusades. The illustrations by Edmund H. Garrett add greatly to the interest of the narrative. 12mo, cloth, 161 pages. Price, \$1.50. (Ginn & Co.)

John B. Shirley has had eighteen years' experience as a supervisor of music in the schools. His "Two-part Songs for Intermediate Grades" are planned to meet a very definite need. The book is intended for classroom use from the fourth year up. There are folksongs, rounds, national songs, songs from the operas, and songs of the seasons, and they are all good. They are arranged for first and second soprano voices, there being no other kind of voices in the grades named. Special pains have been taken to make the second part melodious. The book is commended as an excellent introduction to the practice of part singing. Cloth, 8vo, 112 pages. Price, 25 cents. (American Book Co.)

"Chemistry," an Elementary Text-Book, by William Conger Morgan, Ph.D., and James A. Lyman, Ph.D.—The authors of this book state that they "have been actuated by the feeling that the student should never be allowed to get the idea that chemistry is a science that dwells inside laboratories and acts chiefly in beakers and test-tubes. He should be conscious continually of its presence about him on every hand, in nature, in the home, and in the whirling world of industry. The idea of encouraging students to think inductively in their study of chemistry is not a new one, but each new attempt in this direction is a helpful element in the progress toward the desired result. High school teachers of chemistry can hardly fail to be interested in this book, even if they do not agree with the authors entirely in their point of view. For some reason new text-books in chemistry have not been brought out with the degree of frequency which has characterized the publication of text-books on other subjects belonging

to the high school course. The publication of this book, therefore, appears to be timely. Price, \$1.25 net. (The Macmillan Company, New York.)

"Style-Book of Business English," by H. W. Hammond, Fourth Edition, revised and enlarged.—Instruction in business English has always presented many serious problems to those charged with the direction of commercial courses, and the new enlarged fourth edition of Mr. Hammond's well-known Style-Book cannot fail to be welcomed by many teachers of English in commercial high schools, and by those engaged in commercial instruction of every scope. The attempt to teach formal grammar in the short commercial English courses has proved of doubtful value, and the point of view which Mr. Hammond holds in approaching his task is obviously the most practical one. In attempting to do too much the English teachers in commercial courses have actually accomplished less than they might have accomplished under less elaborate plans. The present edition of Mr. Hammond's Style-Book has been specially revised and enlarged with a view of enabling students to pass the examinations given by the Regents of New York State and by educational boards elsewhere. Certainly no student of business English can fail to be greatly helped by a careful study of this book in its new form. Price, 85 cents. (Isaac Pitman & Sons, New York.)

"The American History Story-Book," by Albert F. Blaisdell and Francis K. Ball. Illustrated by Frank T. Merrill. 12mo; cloth.—The material intended for use as supplementary reading in schools increases prodigiously from year to year. The authors of this book, who are already known as writers of history for the young, have here prepared eighteen stories based upon early American history. The stories are told in an attractive way, and with a simplicity of vocabulary and an ease of style which will enable children to read them with understanding, and therefore with pleasure. Stories of the boys and girls of colonial days are always interesting to the twentieth-century child when the action of the story is not sacrificed to historical detail. The authors call attention to the fact that their stories rest upon a substantial historical basis, and that they have been collected from many trustworthy sources. While for some years there has been no lack of good material for supplementary reading in American history, this new candidate for popularity will be welcomed as a valuable addition to children's libraries. The teacher who understands the advantageous use of such material will find the American History Story-Book most helpful in connection with almost any elementary text-book. Price, 75 cents. (Little, Brown & Co., Boston.)

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At the first blush it seems a bold thing to suggest the possibility of improving upon nature, but when we come to consider the matter fairly, it is what is being done every day.

The gardener is improving on nature all the time, by giving her the scope of improved conditions. So a woman

can improve her beauty by improving the conditions which control that beauty. By daily use of

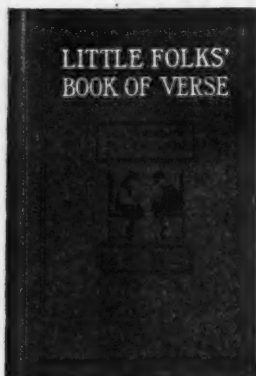
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Under the pure emollient influence of Pears the skin assumes its natural delicate pink and white, whereby the whole expression of the face is endowed with an enhanced radiance.

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Clifton Johnson, the compiler of "Little Folk's Book of Verse," has also prepared a book of "Mother Goose Rhymes" which will be popular as a Christmas book,



and which should be a welcome addition to the "Mother Goose" collections. This edition has been prepared especially for American children, and hence a considerable amount of available material has been omitted. The collection is a very full one and includes all the old-time favorites. The illustrations by Machan Knowles add greatly to the attractiveness of the book, and are made so they can be understood by young children. An index of first

lines, which is added, will be helpful to parents and teachers in many ways. The introduction, giving the origin of the "Mother Goose" rhymes, contains much information which the average parent will be glad to secure. (The Baker & Taylor Company, New York.)

"The Dutch Twins," by Lucy Fitch Perkins, will surely be enjoyed by the children. This book cannot fail to entertain them, and gives at the same time a good idea of the Dutch people and their customs. The author's work as an illustrator has been so long and favorably known that it is quite natural to consider the illustrations, which are unusually good, the most attractive feature of the book. But the text is also interesting, and is written in the simple and direct style which appeals to young readers. No more delightful gift book than this can be selected for a child. Price, \$1.00 net. (Houghton Mifflin Company.)

Katharine B. Judson, who has previously written "Myths and Legends of the Pacific Northwest" and "Montana," offers a new volume on the "Myths and Legends of Alaska." The original collections of these myths and legends were made by the Government ethnologists, and this compilation is made by the author under their permission. It is interesting to compare these legends with many of the well-known Indian legends, and to note the variations resulting from environment and special customs. It can be easily imagined that in making the excellent collection of myths which this volume offers, the author has been obliged to exercise much skill in selecting from a great mass of material the myths and legends which are most representative, and which are not too long and tiresome.

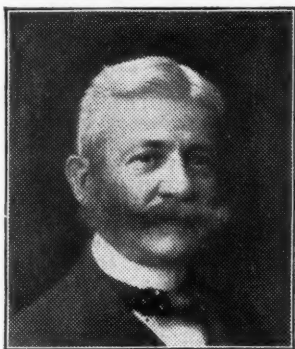
The book contains a large number of halftones which are of educational value, and of much interest to the general reader, whose impressions of Alaska are usually incomplete and inaccurate. These halftones are authentic, having been made from photographs and from sketches furnished by the United States Bureau of Ethnology. Price, \$1.50 net. (A. C. McClurg & Co., Chicago.)

"Education for Citizenship," by Dr. Georg Kerschensteiner, has been issued in an excellent translation by A. J. Pressland. Dr. Kerschensteiner needs no introduction to American educators, as his Prize Essay was well known in this country before any translation was available. The excellent edition of the Prize Essay recently brought out by Rand McNally & Co., will, however, be serviceable to a large number of readers who would not undertake to study it in the original. Mr. Pressland has performed the difficult task of translation with an amount of skill and sympathy which deserves unusual praise. Those who had the pleasure of listening to Dr. Kerschensteiner when he visited us about two years ago are familiar with his general theory of educational supervision, and with his plans for vocational training. Dr. Sadler, of the University of Manchester, who writes the introduction to the American edition of the Prize Essay, calls attention to the fact that "a book is more than doubled in value when the writer of it proves that he can successfully work out his ideas in practice." Those who are familiar with what Dr. Kerschensteiner has accomplished in Munich must realize that the plans and ideals which are set forth in his Essay are not mere theory, for the author has demonstrated beyond all possibility of question his ability to work out these plans with a degree of success which disarms criticism. The educational world has for some time fixed its eyes on Munich whenever the problem of vocational training was under consideration or discussion, and the "Continuation" schools of Munich are the models upon which most of the superintendents in this country have based such courses as they have from time to time been able to establish. It is not stating the case too strongly to say that every American school administrator ought to be thoroly familiar with Dr. Kerschensteiner's plans, and ought to study his Prize Essay with care. The varying demands and possibilities of different communities will suggest to each superintendent how far these plans may have proper application in the school system for which he is responsible. It seems unnecessary to say that some portions of these plans ought to be utilized in every community, and that the general theory upon which the author has founded his conclusions is not only sound, but that it suggests the lines along which the greatest future growth and development of American school systems will take place. The present edition of "Education for Citizenship" has been published under the auspices of the Commercial Club of Chicago. The interest taken by this Club in educational affairs is worthy of special mention, and it is to be hoped that other commercial bodies will eventually find opportunity to devote some time and attention to such matters.

Chambers of Commerce and organizations generally are usually quite ready to criticize school systems, and to emphasize the shortcomings of educational administration, without lending any positive aid toward the correction of the faults which they criticize. The influence of Dr. Kerschensteiner's "Staatsburgerliche Erziehung der Deutschen Jugend," when it was published in Germany, was remarkable. It seems likely that the influence of the translation of this book on American educational methods will also be very great. (Rand McNally & Co., Chicago.)

Dr. Edwin C. Woolley, Ph.D., of the University of Wisconsin, whose "Handbook of Composition" has won for itself such wide popularity, has brought out a new book under the title "Exercises in English." The object of this book is to furnish apparatus for drill in the elementary principles of English speaking and writing. The author disclaims any intention of furnishing a whole series of exercises which shall constitute a single course to be followed consecutively, but rather intends the book, as he styles it, to be "a magazine of material of many kinds from which students and teachers may take whatever suits their various needs and purposes." Much material of this sort is needed in the English classes of to-day, and Dr. Woolley's well-known skill in the selection and preparation of such material has produced a book which will find an important place in the classrooms of many institutions. The author has been most wise in limiting his book to a convenient size, and in making it practical and useful thruout. Too many of the books published recently, which were intended to occupy the same field to a greater or less extent, have been so large, and have attempted to cover so much ground, that their use in actual class work is almost impossible. The quality of Dr. Woolley's "Exercises" is admirable, and his style of presentation is always ingenious and thoro. While the field for which this book has been prepared is not as wide as that served by the same author's "Handbook of Composition," "Exercises in English" ought, in its field, to prove of an importance equal to that of the earlier book. (D. C. Heath & Co.)

"History in the Elementary Schools," by W. F. Bliss, B.S. M.L., is a manual for teachers, which offers a complete course of study in history from the first to the eighth grades, inclusive. Many years of experience on the part of the author have contributed to the results here set forth. The author makes no claim on the score of originality, but states that his plan, like most practical and useful plans, is eclectic. The course which he presents is eminently practical, and is easily adapted to almost any school conditions. The bibliographies which this book contains are particularly valuable, and the suggestions which are made are remarkably helpful and significant. Teachers who have had a considerable amount of historical training are, of course, able to do for themselves many of the things which this manual does, but to the inexperienced teacher, or to the teacher whose training in history has been meager, this manual should be a mine of information and an indispensable aid. The confusion which unfortunately characterizes some of the courses in history used in the schools will disappear quickly and give place to a logical and consistent order of work if attention is paid to the plans set forth in this manual, which ought to be widely distributed among the schools of the country as an eminently practical and workable presentation, conveying a new sense of the unity of history, and stimulating a new appreciation of the meaning of history, together with a clearer conception of the objects to be attained in the classes and the variety of methods which are available for this purpose. Price, 80 cents. (American Book Company.)



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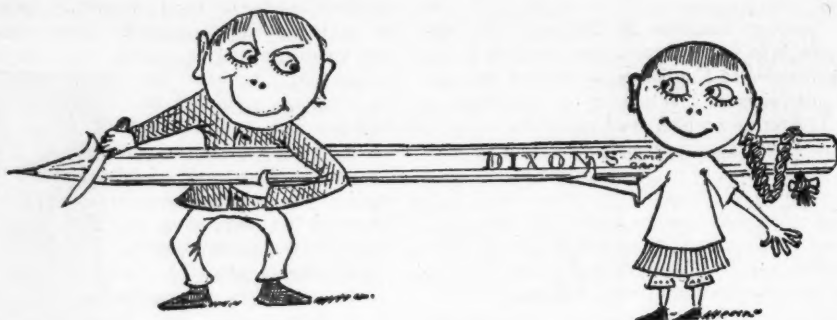
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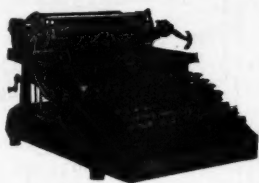
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Women will not be admitted to the teacher examination unless they are the wives, immediate relatives, or fiancées of men examined for teacher or assistant or appointed to or already employed in the Philippine service, except that those

(Continued on page x)

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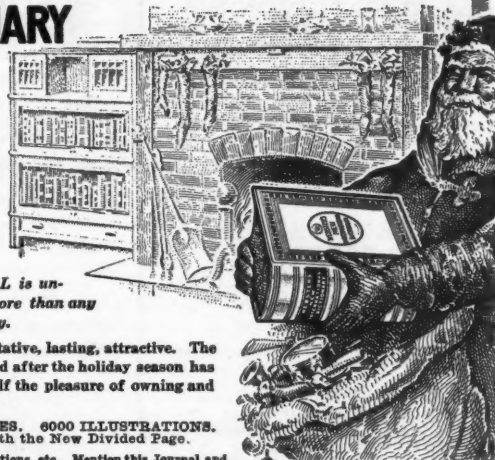
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If You Don't Believe In Santa Claus

I

If you don't b'lieve in Santa Claus, and that your way he'll call,

Don't mind the Christmas stocking—don't hang it up at all!

But when Christmas winds are whistlin', and the home-lights burnin' dim,

He rides away from little folks that don't believe in him!

II

When you hear his sleigh-bells jingle on the house-tops snowy-white,

Say: "The Wind is playin' music for the witches o' the night!"

When he's slidin' down the chimneys of the still and dreamy town—

"'Tis the Wind that wants to warm himself—the Wind is comin' down!"

III

If you don't b'lieve in Santa Claus, like other folks b'lieve,

Just wait till Fourth o' July, and forget it's Christmas Eve!

Say: "The children—they just dreamed him, and they think he's true-and-true!"

And don't hang up your stocking—for he won't believe in you!

IV

When the floor is piled with playthings, and the Christmas trumpets blow,

Say no fairy-folk have been there, and that Santa Claus ain't so!

When your stocking's lookin' lonesome, then you'll know the reason why:

You'll wish you'd made-believe in him 'fore Santa Claus went by!

V

Your great and great-grandpeople—they know him far away.

(There's toys that he gave them in the attic there to-day!)

The chair grandfather dreams in—he gave him that, you know,

For bein' once a little boy and b'lievin' in him so!

VI

But—don't you hang your stocking up, if you don't think that way,

And know lots more 'bout Santa Claus than folks that's old and gray;

But—when Christmas winds are whistlin', and the mornin' stars burn dim,

He rides away from little folks that don't believe in him!

—Frank L. Stanton in *Uncle Remus's Magazine*.

Christmas Wishes

May peace and plenty, joy and mirth,

At Christmastide befall, And may the coming year give birth

To blessings for you all; May Fortune all her smiles impart,

And troubles absent be, And may you cherish in your heart

A kindly thought for me.

—Selected.

Rise, happy morn! rise, holy morn!

Draw forth the cheerful day from night;

O Father! touch the east and light

The light that shone when hope was born. —TENNYSON.

Philippine Service

(Continued from page ix)

who have had special experience in the teaching of Domestic Science and Home Economy, or have had training in these subjects and are applicants for positions as special teachers of Domestic Science and Home Economy may be admitted. Appointments made from the female teacher register will be at entrance salaries of \$1,000 to \$1,200.

It is desired to secure as many eligibles as possible who are graduates of colleges and normal schools and of polytechnic and agricultural schools.

The Philippine school year begins in the early part of June and ends with the month of March.

A Vacation Assembly and Teachers' Camp is conducted by the Bureau of Education at the summer capital in Baguio during the latter part of April and the month of May.

For information relative to employment in the Philippine civil service, applicants should address the Bureau of Insular Affairs, War Department, Washington, D. C.

Pledges for the Safety of the Home

I will keep the supply of matches in metal boxes, and thruout the house they shall be confined in a proper receptacle and out of the reach of the children.

I will use only safety matches so far as possible.

I will not permit a child under ten years of age to use matches.

I will see that lamps are not filled by artificial light or after dark.

That coal oil is kept in metal cans and in a safe place.

That no oily rags are left around the premises over night outside of a good metal receptacle.

That gas brackets have wire globes over them where there is danger of window curtains being blown into the flame.

That the furnace or heating apparatus is seen to before retiring by a competent person.

That all scraps, litter, excelsior and paper are removed or placed in metal receptacle before nightfall.

That ashes are kept in a metal receptacle.

That gasoline will not be kept for use in the house, except in absolutely air-tight metal receptacles.

That cotton batting or other flimsy decorations will not be used on Christmas trees or for other ornamentation.

I will enforce neatness and will always have a scrupulous care for fire prevention.

I will promptly turn in the alarm for any fire that comes to my attention and then will assist in extinguishing it, if my assistance is required.

I will remedy or cause to be reported any defect in connection with the heating, lighting, cooking or power plants within my control within twenty-four hours after discovery.

During the month of November I will have all flues of stoves or furnaces examined by a competent person and put in proper condition and repair for winter use.

Copies of the foregoing pledges may with profit be posted in the school room.

Woman's Beauty

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The idea of a republic in China seems to grow. Yuan Shih Kai, the revolutionist leader, has accepted the premiership and has nominated a cabinet. His next step may be the provisional headship of the republic. The disrupted provinces have adopted the Chinese calendar, according to which 1911 is 4609 of Huang Ti. This method of reckoning blots out twenty centuries of Tartar conquests since the building of the Great Wall of China.

The flag of the new "Republic of China" was displayed in New York at a recent meeting of 500 Chinese, held under the auspices of the New York branch

of the Young China Association. It is red on a blue field, similar to that of the American flag. In place of the stars it has a white sun. The "Union Jack" is all blue, with a white sun in the center.

"Rosemary for Remembrance," by Helen Sherman Griffith. A love story of the traditional type, which will appeal to all those who enjoy fiction of the old-fashioned kind, with a simple plot and plenty of interest of the every-day sort. Miss Griffith writes with an easy style and tells her story as if she enjoyed it. Price, \$1.20 net. The Penn Publishing Co., Philadelphia.



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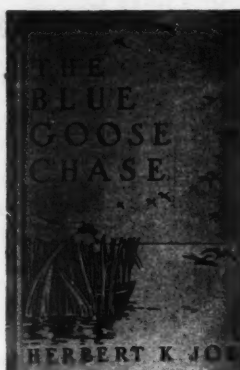
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Once

Once a little boy, Jack, was oh! ever so good,

Till he took a strange notion to cry all he could.

So he cried all the day, and he cried all the night;

He cried in the morning and in the twilight:

He cried till his voice was as hoarse as a crow,
And his mouth grew so large it looked like a great O.

It grew at the bottom, and grew at the top;

It grew till I thought it never would stop.

Each day his great mouth grew taller and taller,

And his dear little self grew smaller and smaller.

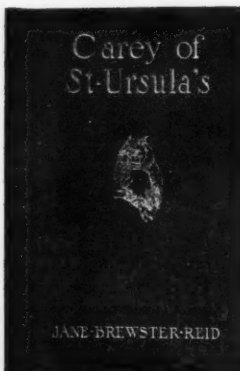
At last, that same mouth grew so big that--alack!--

It was only a mouth with a border of Jack.

And so this was all that was left of poor Jack:

The great gaping mouth, like a wide-open sack!

—P. K., in *St. Nicholas*.



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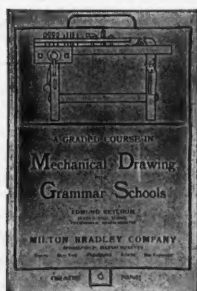
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It is a prodigy of scholastic achievement, eclipsing in authority, range and excellence all other lexicons combined, yet retaining the simplicity and intelligibility which render it conveniently available for every class of students and readers.

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(Continued on page xv)

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(Continued from page xiv)

It is a monument to modern scholarship, and yet a towering tribute to the work and wisdom of Noah Webster, who builded better than he knew.

From the editorial page of the *Springfield Republican*, Springfield, Mass., Feb. 20, 1911.

The Typewriter Industry

Among the many American industries which distribute their products thruout the world and lead the old industrial nations of Europe in size and importance, none is more typical of the aggressiveness and success of the American commercial spirit than the typewriter industry. It is stated upon competent authority that 90 per cent of the typewriters used in the civilized world are made in the United States. Notwithstanding the large and growing market for typewriters in England, Germany and France, countries numbering in their population many skilled industrial workers, the fact remains that the people of these countries use American typewriters to a larger extent than ever before, altho for several years foreign manufacturers have had machines on the market and have competed vigorously at home and abroad.

While typewriters were originally designed for regular correspondence, they are to-day used for all classes of tabulating, statistical and accounting work, so that many corporations use from four to ten times more typewriters in this work than they use for correspondence. The most remarkable growth in the typewriter industry in the past decade has been that of the Underwood Typewriter Company, which is to-day one of the largest companies in the world making typewriters. The Underwood Standard Typewriter was the original front stroke, visible-writing machine, and upon its appearance on the market in 1897 met with immediate popu-

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Everything needed in the Laboratory.
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lar approval, which, we are informed, has constantly grown in all countries to such an extent that for several years the sales of Underwood machines have increased to a marked degree.

The design and construction of the type bar mechanism embrace only three parts, the lowest possible number, and the resultant responsiveness of the keys, when struck, gives an ease of operation and positive accuracy with a minimum exertion on the part of the operator. The Underwood Standard typewriter represents the highest degree of mechanical efficiency attained in the construction of typewriters, according to verdicts of committees of awards of various expositions. These achievements are matters of pride to the makers of the machine and explain in a large measure the reasons why the machine occupies as high a position of popularity as we have previously referred to.

Be merry all, be merry all,
With holly dress, and festive
hall;
Prepare the song, the feast, the
ball,
To welcome Merry Christmas!
—SPENCER.

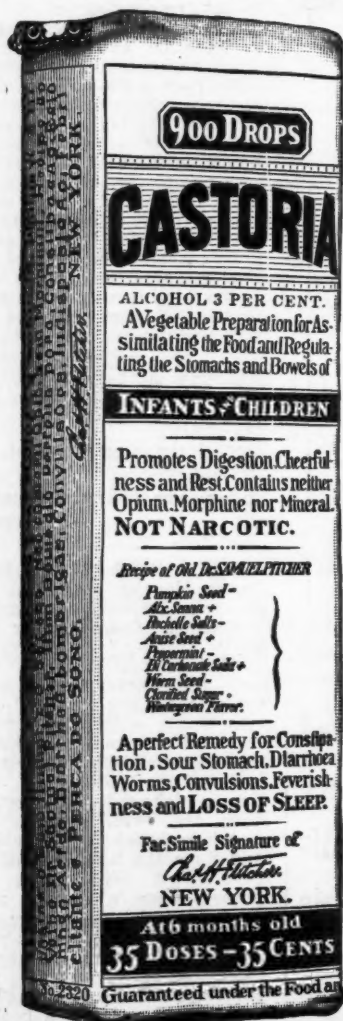
D. C. Heath & Company, Boston, New York, and Chicago, announce for early publication "Selections from Caesar for Sight Reading," by Harry F. Towle and Paul R. Jenks. The book will contain first of all a list of about one thousand common words which the pupil is supposed to have learned by the time he has finished the first two books of the Gallic War. This list is followed by selections from the fifth, seventh, and eighth books of the Gallic War and from the first book of the Civil War. The words and phrases upon which the pupil needs especial assistance are printed at the foot of each page. Teachers following the recent recommendations upon the teachings of Latin in high schools will welcome a book of this kind.

HAND SAPOLIO CLEANSSES stained fingers absolutely, removing not only every suggestion of dirt, but also any dried, half-dead skin that disfigures the hands, and this in so gentle, wholesome a way as to materially benefit the remaining cuticle.

What is Castoria.

CASTORIA is a harmless substitute for Castor Oil, Paregoric, Drops and Soothing Syrups. It is pleasant. It contains neither Opium, Morphine nor other Narcotic substance. Its age is its guarantee. It destroys Worms and allays Feverishness. It cures Diarrhoea and Wind Colic. It relieves Teething Troubles, cures Constipation and Flatulency. It assimilates the Food, regulates the Stomach and Bowels, giving healthy and natural sleep. The children's Panacea—The Mother's Friend.

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Letters from Prominent Physicians addressed to Chas. H. Fletcher.

Dr. Albert W. Kahl, of Buffalo, N. Y., says: "I have used Castoria in my practice for the past 26 years. I regard it as an excellent medicine for children."

Dr. Gustave A. Elsengraeber, of St. Paul, Minn., says: "I have used your Castoria repeatedly in my practice with good results, and can recommend it as an excellent, mild and harmless remedy for children."

Dr. E. J. Dennis, of St. Louis, Mo., says: "I have used and prescribed your Castoria in my sanitarium and outside practice for a number of years and find it to be an excellent remedy for children."

Dr. S. A. Buchanan, of Philadelphia, Pa., says: "I have used your Castoria in the case of my own baby and find it pleasant to take, and have obtained excellent results from its use."

Dr. J. E. Simpson, of Chicago, Ill., says: "I have used your Castoria in cases of colic in children and have found it the best medicine of its kind on the market."

Dr. R. E. Eskildson, of Omaha, Neb., says: "I find your Castoria to be a standard family remedy. It is the best thing for infants and children I have ever known and I recommend it."

Dr. L. R. Robinson, of Kansas City, Mo., says: "Your Castoria certainly has merit. Is not its age, its continued use by mothers through all these years, and the many attempts to imitate it, sufficient recommendation? What can a physician add? Leave it to the mothers."

Dr. Edwin F. Pardee, of New York City, says: "For several years I have recommended your Castoria and shall always continue to do so, as it has invariably produced beneficial results."

Dr. N. B. Sizer, of Brooklyn, N. Y., says: "I object to what are called patent medicines, where maker alone knows what ingredients are put in them, but I know the formula of your Castoria and advise its use."

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